PERSONAL COLUMN


ANNE SOFER

History woman

'Central or local control, a common or a differentiated curriculum – other people have been through them before'

One thing the Americans have and we do not is a first-class, highly readable educational historian. Her name is Diane Ravitch and she is a professor of history and education at Teachers College, Columbia University. I first came across her work when I visited New York schools in 1976 and bought *The Great School Wars*. Subtitled *A History of the Public Schools as a Battlefield of Social Change*, it traces the interaction of politics, social change and educational theory in the New York education system from 1805 to 1973.

I read it at that time to try to understand the tensions, naked ethnic rivalries and sense of exhaustion-after-convulsion that then afflicted that unhappy school system. Ten years later I read it again in search of illumination in relation to what was happening in London, and in our own educational debates.

I found it so helpful that I looked for other books she had written. There are two you can get hold of through booksellers in England, both published by Basic Books of New York: *The Troubled Crusade* (1983), a history of American education from 1945 to 1980; and *The Schools We Deserve* (1985), a collection of essays.

I commend them to anyone who, in the heat and bitterness of our present ideological wrangles, feels the need of a sense of perspective; or who seeks the reassurance, belittling though it is, that there is nothing new about our discussions. Other people, at other times, in other circumstances, have been through them all before. Central or local control, a common or a differentiated curriculum, integration or pluralism – you name it, they've had it.

Another chastening lesson is that often what is regarded as progressive in one generation is branded as reactionary in the next. Take, for instance, the development in America of curricular theory over the past 100 years. The first national attempt at a blueprint for mass secondary education was produced in 1893 by a prestigious committee known as the "Committee of Ten". It came down firmly against differentiation and recommended an academic curriculum (English, history, foreign language, mathematics and science) for all.

The chairman of the Committee of Ten defended this approach against attack with the robust declaration that the early division of pupils into "future peasants, mechanics, trades-people, merchants and professional people" was common in Europe but unsuited to a democratic society.

None the less, within a couple of decades this philosophy was dismissed as hopelessly élitist and reactionary. The doctrine of "social utility" came instead to be regarded as the wave of the future, and in 1918 a "Commission on the Reorganization of Secondary Education" set out the "cardinal principles" which were to become influential for the next 40 years. The objectives of education were defined as "health, command of fundamental processes, worthy home-membership, vocation, citizenship, worthy use of leisure, and ethical character".

This opened the door for a huge increase in vocational and "leisure" education, turned academic study into a minority pursuit for the college-bound only, and led to some conclusions that, with hindsight, seem patently discriminatory. A "progressive" educational administrator in New Jersey argued that since "many trades and occupations would not employ coloured persons" it would be unrealistic to equip negro children to pursue them. Another enthusiast for the new philosophy exclaimed in a professional journal: "Where does trigonometry apply in a good woman's life? . . . Will it bake any bread, sew on any buttons or rock any cradles?"

The shock of Sputnik in 1957 re-aroused enthusiasm for academic excellence, but because the ensuing reforms concentrated only on the "gifted", they fell foul of the egalitarian spirit of the sixties and seventies. When enthusiasm for "open education" again appeared to have failed to deliver higher standards, the pendulum swung hard over to the recent emphasis on "minimum competency". Now it is returning to something like the consensus of a century ago.

Professor Ravitch's historical works are objectively written and it is not possible to glean from them exactly where she stands. The essays are different, and make it clear that she is what might be described as an "egalitarian traditionalist". She believes in the integrity of subjects, in the importance of history, in making children work hard – but she believes in those things for all children, in undifferentiated schools.

This combination makes her contributions particularly relevant to our current arguments.

First, on the use of standardized tests: while she has no time for those educationists who try to discredit any test results that appear to prove that standards are falling, she does point to the dangers of over-reliance on standardized tests, their tendency to undermine the whole of the curriculum that is not testable and the crude oversimplification of knowledge to which they lead.

And second, her view of teachers has wisdom about it that is sorely needed in our country now. Teachers emerge from her writing as victims – victims chiefly of ideologues and politicians; also occasionally as unsung heroes and heroines. This is not because she is blind to the faults of the profession, but because she recognizes that they are the ones who have to do the job.

"A proposal that tells teachers that everything they have done up to now has been wrong is likely to receive a cold reception. A reform that deals contemptuously with those who implement it is not likely to take hold. To be effective, a proposal for change must appeal to teachers' educational ideals, respect their professionalism, and build on their strengths."

Might Kenneth Baker listen to an American historian where he will not listen to the English educational establishment? It is just possible. I have ordered him a copy of *The Schools We Deserve*.

NEXT WEEK

After the Bill
With Kenneth Baker's punitive Pay Bill through all its stages, what will he and his opponents do next? James Meikle reports

Less means better
Geoffrey Howson says that if more students did easier mathematics at A level, standards could be raised

Screaming for streaming
Why parents will pay or move house to escape mixed ability comprehensives

Voices from the abyss
John Weightman on the prisons of the French Revolution

Extra: Primary education

NOTICEBOARD

CONFERENCES...

March 11
New approaches to teaching advertising and marketing at Nottingham University with Len Masterman, Frank Webster, Nick Grant, Paul Kiddey, Lindah Kiddey, Professor Terry Faulkner, Gary Whannel and representatives from advertising and marketing. Fee £15 (£3 for teachers in the East Midlands). Details from Mrs Paula Hill, In-service Unit, School of Education, Nottingham University, Park, Nottingham NG7 2RD.

March 14
Developing tutorial work National Association for Pastoral Care in Education Welsh region conference and AGM at South Glamorgan Institute of Higher Education, Cyncoed, Cardiff. Details from Mr Chris Rendell, Llanidloes high school, Powys SY18 6EX.

March 18
Political ideas and practice for sixth-formers at Central Hall, Westminster with David Steel, Shirley Williams, Michael Heseltine and Derek Foster. Tickets £4.50. Details from Education and Training Seminars, 60 South Molton Street, London W1Y 2AX.

March 20
National Association of Language in Education Centres conference on *Talk – write* at the Resources for Learning Development Unit in Bristol. Details from Sandra Tweddell, Tameside School Support Services, Waterloo Road, Stalybridge, Cheshire.

March 21
Modular approaches to the curriculum Association for the Study of the Curriculum Anglia, Kent and London region group at North-East London Polytechnic conference centre, with Mr P Watkins, deputy chief executive of the School Curriculum Development Council. Fee £10.50. Details from Ms R Murthar, ASC Regional Secretary, Forest Lodge School, Lodge Lane, Collier Row, Romford, Essex RM5 2LD.

March 24
Objectives for experience on work experience in educational and training courses run by the Centre for Educational Development and Training, Manchester Polytechnic, with Liz Salter, Liz Warham, Mike Dorsman and Sue Johnson. Details from Madeleine Agnew, Elizabeth Gaskell Site, Hathersage Road, Manchester M13 0JA.

EVENTS...

March 2 and 9
Madagascar: island of ancestors: Unicorn Theatre for children workshops at the Museum of Mankind. Book in advance from Graham Brown, Unicorn Theatre, Great Newport Street, London WC2.

From March 3
The young creators Design Council exhibition of projects from art colleges, design and engineering courses throughout Britain including fashions, graphics, engineering, textiles, glassware and ceramics. The exhibition moves to Manchester's Whitworth art gallery on July 24 and to Leicester Polytechnic on September 7.

March 19–22
Rudolf Steiner education – meeting a need of our time an exhibition at the Lyre Room, Royal Festival Hall, South Bank Centre from 10am to 10pm daily, admission free.

March 25
The outlook for higher education: reform or reaction – the Edmund Rich memorial lecture will be given by Mr C Ball, Warden of Keble College, Oxford, and chairman of the National Advisory Body, at 6pm at the Royal Society of Arts. Admission by free ticket from Carole Singleton, Administrative Assistant, RSA, John Adam Street, London WC2.

COURSES...

March 21
Approaches to dance in the primary school National Association of Teachers in Further and Higher Education course at Froebel College, Roehampton Institute. Fee £10. Details from Gordon Curl, Copse End, Conyngham Lane, Canterbury, Kent CT4 5JX.

March 27–29
Curriculum permeation with multicultural and anti-racist perspectives primary teacher education workshop at University of Warwick department of education. Fee £28. Details from the In-service office, Institute of Education, University of Warwick, Coventry CV4 7AL.

March 26
The misuse of drugs Mental Health Film Council seminar to view and discuss video material on drugs misuse. Fee £19.55. Details from the Council at 380–384 Harrow Road, London W9 2HU, where the seminar will be held.

COMPETITIONS...

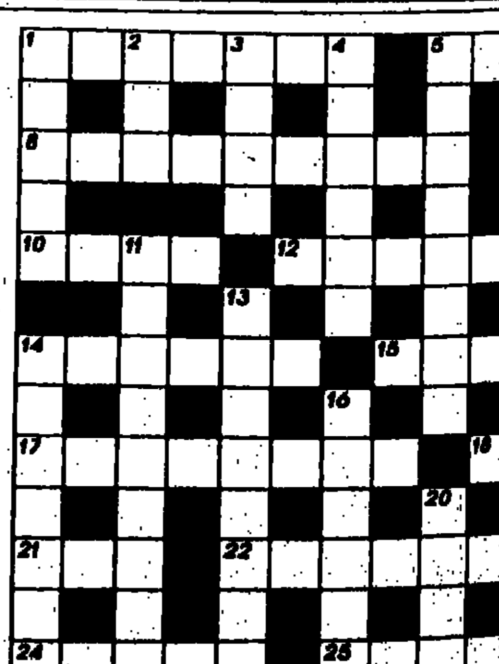
Art of the handicapped child
An art competition organized by Invalid Children's Aid Nationwide open to all handicapped children. Entries are invited from individuals and groups and will be judged in two age-groups: over and under 12, under the following headings: landscape, figures, animals and still life; abstract and design. Application forms from ICAN, Allen Graham House, 198 City Road, London EC1V 2PH.

INFORMATION...

Educational research
The annual conference of the British Educational Research Association will be held at Manchester Polytechnic from September 2–5. The committee invites suggestions from teachers and lecturers about fringe events they would like to contribute or participate in. Please write to Judith Whyte, BERA conference organizer, Manchester Polytechnic, Faculty of Community Studies and Education, 799 Wilmslow Road, Didsbury, Manchester M20 8RR.

Religious education
The Professional Council for RE is preparing the second edition of *The career value of RE* and would be interested to hear from teachers of RE who are involved in careers advice, work experience projects (skilled and unskilled) or who have contact with employers and personnel managers. Please write to Richard Smith, Lansdowne Teachers' Centre, 113 Princess Road East, Leicester LE1 7LA.

No 294 CROSSWORD by Rufus



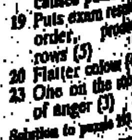
Across

1 Making speed on foot (7)
5 We're clean out of them (5)
8 Painting that lacks humanity? (5, 4)
9 Relatives, a little less than kind (3)
10 Extremely nervous? (4)
12 Don't give up getting the unit back in shape (8)
14 Examine closely for fallen arches (6)
15 Take out a form (6)
17 Senior churchmen easily shocked by a setback (8)
18 At some distance away from a return of service (4)
21 Being at fault, dismissed (3)
22 Savage ban is repeatedly put on a Scotsman (9)
24 All-male crew of a novel boat (5)
25 Tracks for athletes (7)

Down

1 She confuses the issue (5)
2 Sorcery Japanese women get wrapped up in (3)
3 New deal for a depressed area (4)
4 Name of inventor noised abroad (6)
5 A rest for anyone who's still alive (8)
6 Having a flying start? (6, 3)
7 It's true I will appear in the screen version (7)
11 Ring fighter pleased to be in the [illegible] (9)
13 Such a mad [illegible] make a [illegible] intelligible [illegible]
14 Stay to eat [illegible] (7)
16 The initial [illegible] causes panic [illegible]
19 Puts exam [illegible] order, [illegible] rows (5)
20 Flatter colour [illegible]
23 One on the [illegible] of anger (3)

Solution to puzzle [illegible]



THE TIMES
Educational Supplement
FRIDAY MARCH 6 1987 NUMBER 3688 FIRST PUBLISHED 1910 PRICE 60p

Ballot results confirm backing for renewed strike action

Unions declare war on Baker pay package

by James Meikle

The biggest teacher unions will today announce support for a joint campaign of strikes, rallies and other industrial action against the Government, following the ballot of their members.

Teacher appraisal, demanded both by the 1986 Education Act and the new imposed conditions of employment, also looks like being a casualty of warfare between the unions and the Government.

National and local officers for the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers report a large majority in favour of their planned protest although the actual size of the poll was not known as *The TES* went to press.

Nevertheless, there were indications that this week's imposition by the Government of its "generous" pay settlement may have stiffened resolve for disruption even in primary schools in rural areas.

The Government plan, reported in detail in pages 14 and 15, offers a two-stage rise averaging 16.4 per cent at an overall cost of £608 million.

The Assistant Masters and Mistresses Association, which will announce the results of its separate ballot for a half-day protest strike next week, also expects strong grassroots support.

The NUT and NAS/UWT action, ostensibly against the loss of negotiating rights under the Government's new Teachers' Pay and Conditions Act, will start with a rolling programme of half-day strikes and rallies next week.

The unions are planning to announce further measures today – and a tough work-to-rule, abandonment of cover, and a boycott on appraisal pilot schemes are all possibilities for further joint action.

The NUT will pull out of appraisal anyway. Mr Doug McAvoy, the union's deputy general secretary, said it was "inconceivable" that the NUT would participate in a system which the Government clearly wanted to use to identify teachers for incentive posts.

"This would result in appraisal being used for merit pay," said Mr McAvoy.

The Government has always recognized teachers would have to cooperate in appraisal and may be ready for a delay in the pilots in Croydon, Somerset, Suffolk, Newcastle-upon-Tyne, Salford and Cumbria, and hope the anger soon subsides.

Ministers say the public can only blame the teachers for continuing disruption but the National Confederation of Parent-Teacher Associations laid the responsibility at the door of the Government for taking away teachers' negotiating rights.

Mr James Hammond, deputy general secretary, who has been advocating a pay review system for teachers, said Mr Baker "has left teachers with little alternative but to demonstrate their opposition through industrial action."

● Independent schools are likely to raise fees between 10 and 12 per cent this September so they can offer similar rates to the state sector, according to the Independent Schools Information Service.

● Local authority employers and the National Association of Teachers in Further and Higher Education are to resume pay and conditions talks on March 27, but NATFHE is maintaining its overtime and no-cover ban.


John Rogers

Final straw: the star of Islington Green's under-12s soccer team, Natasha Buckley, was relegated to the touchline on Wednesday when her school played a quarter-final cup game against Sir William Collins. The rules of the English Schools' Football Association forbid girls to take part in competitions and the secretary of the association, Mr Steve Allatt, a former comprehensive head, was regretful but firm this week that the rule must be upheld. Sport in decline, see page 6.

Cash-short Newham may have to break law

by Barry Hugill

The London borough of Newham says that it may have to break the law because of Government-imposed spending cuts.

Chief education officer, Mr Andrew Lockhart, said this week that councillors had told him to write to the Education Secretary, Mr Kenneth Baker, warning that the authority would have serious difficulty in meeting its obligations under the 1986 Education Act.

A major casualty of a rate reduction of 26 per cent, imposed on the council by Environment Secretary Mr Nicholas Ridley, is a proposed special unit that would have undertaken work with school governors demanded by law.

Under the 1986 Act, governors have a significant say in the running of schools. By law they must be consulted before staff can be redeployed, be involved in the appointment of teachers, and be given (if they request) a financial breakdown of school expenditure by council officers.

The governors are also obliged to convene a meeting of parents during the summer term.

Mr Lockhart says that the authority may not be able to pay for the work made necessary by the law.

In his letter to Mr Baker he will point to the cost in officers' time and salaries in convening meetings, preparing financial statements and undertaking other administrative work for governors.

To make matters even more difficult, the authority is finding that many school secretaries are refusing to attend evening governors' meetings to take minutes.

● Headteachers in Newham are threatening to send thousands of children home because they claim that the authority is not coping with the problem of cover for absent teachers.

The National Association of Head Teachers says that in January 16,000 pupils were sent home because of the no-cover action by the National Union of Teachers.

Mr David Hart, the NAHT's general secretary, says that continuing industrial action, a recruitment crisis, and cuts made inevitable by rate-capping, has brought many of his members near to breaking point.

The authority claims that it is close to reaching an agreement with the teacher unions on a cover deal and that it is doing all that it can to recruit more teachers.

Councillors and officers are currently working on a cuts package estimated to be in the region of £4.5 million. Part of the package will be a freeze on the appointment of new staff with only one vacancy in every two filled. Provision for the rising fives is expected to be axed although nursery provision will be protected.

NAS/UWT takes a Hanson profit


Nigel de Gruchy: happy coincidence

A teachers' union has made a profit out of Hanson Trust – even if the multinational's own investment in education has yet to pay dividends.

The National Association of Schoolmasters/Union of Women Teachers sold its financial stake in the British-American conglomerate just after the company announced £1 million support for the first city technology college in Solihull.

The NAS/UWT is opposed to the principle of CTCs, but the Hanson decision was taken on the advice of financial experts who seem, like union officials, to have been unaware at the time of the political implications of holding shares in the firm.

The exact profit to the union is not known. The NAS/UWT had more than £27,540 invested through a 10 per cent convertible loan as well as holding 18,000 ordinary shares.

Mr Nigel de Gruchy, the deputy general secretary of NAS/UWT, said the sale, and resultant profit, was a happy coincidence of self-interest and morality. "If the shares had not already been sold, we would no doubt have considered our position."

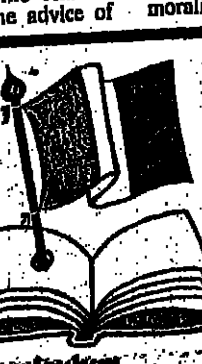
The NAS/UWT in Solihull has joined the National Union of Teachers and industrial unions in a campaign to persuade local industries not to support the new CTC on the site of the present Kingshurst School.

Hanson Trust has acquired a 125-year lease on the site and Lucas Industries has seconded a senior manager to oversee detailed preparations for the opening of the college in September next year.

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TIMES PAST THE TIMES
EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

Twenty years on

Twenty years on, the Plowden report still stands up pretty well as an analysis of the needs and possibilities of primary school. Many of its recommendations – the involvement of parents, positive discrimination, the abolition of streaming and of corporal punishment, have become established practice. Other ideas it floated, such as community primary schools, middle schools, and the expansion of nursery schooling, have developed well in determined authorities.

Some of its specific remedies, such as educational priority areas, have rightly or wrongly been forgotten or superseded by other initiatives. Others, such as home-link teachers, have been the victim of financial cuts. And the report's careful analysis of what makes for good primary teaching has been misquoted, misunderstood, over-simplified, torn to shreds by academics, and used by a few schools to justify some fairly mindless practice.

At an Oxford conference last week (page 12) Lady Plowden regretted that some of the warnings in the report had not been written in large capital letters. It is interesting in retrospect to see, for example, that Plowden recommended that local authorities should formally inspect primaries, not just advise them, and that older primary children should be taught by two or three teachers to provide a range of subject expertise.

Twenty years on, we know more about the nuts and bolts of effective primary schooling. Much more attention has gone to effective ways of managing primary schools (an area hardly touched on by Plowden), and to analysis of the range of teaching styles and approaches that makes for successful primary practice. The advances in knowledge culminated last year in the outstandingly illuminating and useful report of the ILEA junior school project, which identified ingredients of effective schools.

But with all the good sense in the Plowden report, and the advances in knowledge since its publication, primary teachers are beset by criticism, renewed accusations (unsupported by evidence) of falling standards in basic skills, and calls for a national curriculum and "benchmarks" at seven and eleven. And it has to be said that, were a similar committee to set out today to investigate primary schooling, it would very likely support those calls – albeit in carefully qualified ways that might not meet the cruder or more maverick instincts of Mr Baker, or *(a fortiori)* of his backbenchers.

At the Oxford conference, Mrs Sue Wilkinson ably articulated the real worries of parents. Too many can discern no clear pattern in their children's primary schooling. They do not see enough evidence that their children are being asked to work hard, that they are making clear progress beyond the acquisition of very basic skills, or that their enthusiasm for information about the world is being productively used. Some would agree with Linda Hall's analysis (page 29) of some infant practice, and others would have even more reservations about the eight to eleven stage.

When those parents ask questions, they too often feel they are fobbed off with evasions and platitudes. Sometimes the problem may simply be poor communication by the schools. But it is clear from HMI reports, as well as anecdotal evidence, than in many cases the worries are all too well grounded. National curriculum criteria for 11-year-olds, designed (as are the better GCSE criteria) to allow teachers to adapt them to local needs and implement them through a range of teaching and learning styles, could help – provided that the intention was to ensure a broad curriculum, and not to enforce a narrow, academic approach.

And in spite of all the well-rehearsed dangers of national tests or "benchmarks", it should not be beyond the wit of professionals, given the increasing sophistication of assessment techniques, to devise tests for seven-year-olds that would help schools systematically to identify the needs of individual children, and local authorities to identify those of individual schools. It is, after all, only what well-managed schools and local authorities already attempt to do. The problem lies in providing adequate follow-up.

If they are to improve anything, all such initiatives (see also Norman Thomas' article on appraisal, page 52) have large resource implications. The Select Committee report earlier this year spelt them out with great clarity: the 15,000 extra teachers promised by Sir Keith Joseph but not yet materialized, and more to follow, to ensure enough non-contact time in primaries for curriculum and professional development, and the establishment of national financial standards for primary provision, to ensure that all children get their curriculum entitlement.

While primaries remain poor and neglected, with resources, teaching conditions, promotion prospects, and in-service provision all significantly worse than secondary schools, the Select Committee rightly judged that no one could reasonably call for higher standards.

Coming back (nearly) to the words of the old Harrow song, twenty years on, after all the demands and attacks and constraints on primary teachers, it is impossible to expect that "echoes of dreamers shall bear them along."

COMMENT

Mr Baker's pot of gold



As reported on page 14, and repeated in the DES advertisement on pages 20 and 21, Mr Kenneth Baker's Bill is now an Act and the details of the teachers' pay award are now made public. Every school has received the 16-page booklet, *School Teachers' Pay and Conditions of Service: the Government's Proposals*. These are still technically proposals because interested parties have till Monday fortnight to comment on the draft Order, which Mr Baker plans to lay before Parliament before Easter.

Characterized by Mr Baker as generous (which is untrue), and a lot more than most parents will get this year (which is true), this award is probably as much as, or more than, most teachers ever expected to get. It doesn't recapture Houghton or rest on any rational basis. It is as much as Mr Baker and Mr Rifkind could persuade the Cabinet to agree to. And in the case of the English (but not the Scots) the strings which the paymasters attached have led to the ending of collective bargaining, the institution of the so-called interim advisory committee and the assumption of full powers over teachers' pay by the Secretary of State.

Mr Baker went out of his way to stress the interim nature of the new arrangements. Income tax, too, was originally said to be temporary. Even so, it is important to take Mr Baker at his word and press ahead with the search for a permanent way of settling teachers' pay – either an independent review body, or collective bargaining with DES participation.

Many people would welcome an independent review body, but this would certainly be no panacea because governments dislike such bodies and spend a lot of their time frustrating them or being embarrassed by them if [illegible] collective bargaining, if restored, could not simply resurrect the Burnham Committee. Given the present structure of the teacher unions, there must be a strong inclination to separate heads and deputies from the main body of assistant teachers and give them their own negotiations.

A no-strike agreement is essential if there is to be any restatement of the professional ethic, and this must mean giving those who cede the right to strike a promise that they will be fairly treated, underwritten by an independent review body or, at the very least, by independent and binding arbitration. But we have been this way before, too, and arbitration alone would not solve the problem.

As to the contract, this is now set out in all its flummery. It will no doubt be studied in detail by the barrack-room lawyers looking for the pressure points. The contract will certainly not succeed in restoring normal working if the teachers choose to interpret it narrowly. None of the important things teachers organize for pupils in out-of-school time – sport, drama, and the rest of it – come under the contract. It may well have the unintended effect of diminishing the teachers' role.

Sooner or later these out of school activities will have to be paid for item by item, now we have started down this road. All it will do for certain in the present context is ensure that the teachers' lose pay if they flagrantly refuse to carry out their basic duties. The cover clause – not more than three days unless there is no supply teacher, in which case the obligation is unlimited – more or less guarantees friction. However they vote in the ballots, teachers will be unwise to strike now unless they seriously believe they can outface Mr Baker with the parents. They cannot.

But this doesn't mean they must give up the fight for collective bargaining; only that they must carry it on by other means.

Professional defence

One of the frustrations for 1981-Act watchers since the legislative response to Warnock came into force nearly four years ago, has been the difficulty of getting any clear picture of what is happening around the country.

The good news this week is that the most exhaustive and illuminating research report so far on policy and provision since the Act, has now gone to the Select Committee (page 3).

The DES-sponsored report, by a team from the London Institute led by Professor Klaus Wedell, inevitably returns again and again to the resources issue. But, with long experience of how best to influence the policy-makers, the authors choose their concluding words carefully; eschewing the trap of making "a simplistic recommendation" for more resources, they acknowledge "the need to look at disposition as well as levels of funding."

They conclude with a stern warning that policy-makers seeking to redistribute resources towards special needs children will have to decide whether they intend to do this at the expense of the rest of the school population, but their report's message has a more optimistic note than might have been expected. Professor Wedell and his colleagues report that they found a widespread eagerness and willingness for change in the service, in spite of low morale and worries about funding.

Experience has been different in each of the five l.e.a.s they studied closely, as well as in the majority of authorities which answered a questionnaire. There is plenty of evidence, nevertheless, suggesting that budget problems are not the only barriers to properly supported integration. There are documented examples of the difficulty of getting education, welfare and health services to work together, and the defences put up by professionals with their life's work invested in a separate special system.

The extent of progress since the Act, they observe, can depend on where you started from. The better the existing special provision, the harder it can be to change. The Inner London Education Authority, which this week embarked bravely but carefully on the mammoth task of implementing its own Fish Report – without spending any extra money – is a case in point. Although its special school sector is big enough to make redistribution of resources a working proposition, it is also entrenched enough to put up powerful resistance.

ooo no comment

"I am encouraging the students to visit The George public house at lunchtime, under their own steam, because its architecture inspired the design of the Elizabethan public playhouse."

Letter [illegible] at Brooklands Technical College, Surrey [illegible]

Second opinion

The Brent bandwagon rolls on

Dr Gujendra Verma's article on Brent's so-called independent investigation needs some response from the teachers of the borough.

The representatives of the NUT, NAS/UWT, AMMA, NAHT and SHA in Brent were united in their opinion that the reasons for setting up this £150,000 investigation were not because of the concerns with the educational attainment of children, but because an expensive political exercise was necessary to certain Labour councillors who were prepared to sway political allegiances if they did not get their own way on education.

The team appointed to assess parental concerns and school standards lacked any experience of schools. They were sociologists and teachers from higher and further education. This comes out clearly in the report which contained endless pages on a particular theory of racism against which everything is measured; the very opposite of an empirical study of what actually exists. The only exception to this description was the Tory, John Marks, whose statistical survey of examination results in Brent was demolished by the expert Professor Harvey Goldstein.

The team had a mandate to investigate particularly the concerns of black parents.

The report shows, and Dr Verma confirms in his article, that the so-called "research" carried out with parents was poorly attended meetings, poorly returned questionnaires and a poor response to advertisements inviting the public to telephone the team in complete anonymity about their concerns with education in Brent.

Dr Verma claims that the whole education system was "found to be permeated with racism, indifferent teaching and disillusioned and demotivated affected pupils". But this contradicts his later statement that the "teacher unions blocked the team's access to schools" and that the majority of the small sample of students interviewed were those in further education. So on what evidence does he base his sweeping statements? The answer appears to be a handful of anecdotal remarks from an unrepresentative sample of parents and a few FE students.

So who was to blame for the failure of the inquiry team? Well, the teachers who "blocked access to schools" and the parents who were influenced by the "prevailing political climate" and the pupils who, we must assume, were busy studying. Dr Verma admits that the "data", clearly anecdotal both from the report and his article, was "piecemeal" yet apparently capable of "analysis" based on "parent opinion" which "could not be regarded as utterly untypical". What an admission!

It continues to amaze me and my colleagues in Brent primary, secondary and special schools how people like Dr Verma can jump on the anti-teacher and racism-pervades-all bandwagon when the annual primary test results in Brent publicly available show a steady but significant improvement year by year over the last decade. The very serious problem of falling rolls facing our secondary schools has been compounded by the continuing paralysis in decision-making that has pervaded the educational management in Brent.

Pupils of Asian origin make up more than one third of the school population in Brent. Statistics were clearly available, yet Dr Verma admits failure in overlooking the educational needs of these pupils. Did no one in Brent advise him? Was he really unaware of the ethnic make-up of the borough?

You do not need to be a cynic to conclude, as Dr Verma does, that the report "did not tell anyone in Brent anything that was not known before".

John Poole

John Poole is secretary of [illegible]

IN BRIEF

Dispute ends

Following the end of the dispute between Mr Rupert Murdoch and the print unions, a number of Labour-controlled local authorities have lifted their ban on advertising in *The TES*.

Barking and Dagenham, Hounslow, Waltham Forest, Ealing, Newham, Sandwell, Tameside, Rotherham, Sheffield, Wakefield, Newcastle upon Tyne, Cleveland and Mid-Glamorgan have decided to place adverts.

Several other l.e.a.s are discussing the matter in the light of decisions taken by the TUC and the Labour Party.

Capital idea

Mr Peter Walker, the Energy Secretary, has urged that all pupils be taught about capitalism.

In a speech in Cambridge on Tuesday, Mr Walker said that in their last year at school, pupils should spend at least one week learning about the "mechanics of proprietorship" – involving lessons on home ownership, obtaining mortgages and improvement grants, and investing in shares.

He stressed that the risks, as well as the benefits, of buying and selling shares should be taught.

Beynon retires

Mr Geoffrey Beynon, one of two joint general secretaries of the Assistant Masters and Mistresses Association, is to retire in December. He is 60.

The former maths teacher was assistant secretary of the Assistant Masters Association for 14 years before taking up his present job in January, 1979, four months after the merger with the Association of Assistant Mistresses. AMMA is advertising for a replacement at a salary between £25,910 and £27,474, which is under review.

Gas girl suspended

A 15-year-old girl was suspended from Heathcote School in the London borough of Waltham Forest this week following an incident in which a CS gas canister was let off, putting 73 pupils and two teachers in hospital.

Police are now handling the affair and a spokesman said the riot control canister had been bought in France where they were freely available. "Here they are classified as a prohibited firearm," he said.

CTC costs

The Government has failed to spell out to possible sponsors the true cost of running a city technology college, the Association of Metropolitan Authorities claims in a document condemning the proposals.

They will have to buy books, equipment and supplies without access to local authority bulk-purchasing agreements, and must provide school transport, meals, examination fees, uniforms, specialist clothing, and costs of field study trips and work experience journeys.

City Technology Colleges: A Speculative Investment, AMA, 35 Great Smith Street, London SW1. Price £5.

Engineers' plea

The Government has been urged to provide 1,700 more university places to train young engineers for industry.

The Engineering Council suggests attracting students by broadening the entry requirements and by mounting a national campaign.

Assault charge

A teacher has been cleared of a charge of unlawfully assaulting and beating up a 15-year-old pupil after a private summons was brought against him by the boy's mother.

Old Street magistrates court heard that the teacher, Mr Steven Gleeson, from St Bernard's School, Bethnal Green, had hit the pupil, who subsequently spent three days in hospital with a slight jaw fracture. The teacher had been threatened with a belt. The case was dismissed.

Meals Bill fails

Labour MP Mr Tony Lloyd's Bill to stipulate minimum standards for school meals fell in the House of Commons last Friday. MPs refused to continue its second reading, thus effectively killing it.

NEWS

Vital special needs resources 'tied up wastefully'

by Sue Surkes

Research from the University of London presents a case for more resources to be made available for special educational needs.

In its report to be published this autumn, an Institute of Education team says the Government's case for funding the 1981 Education Act by a reallocation of resources has been made loud and clear. But it adds: "Central government has thus far appeared unable to accept that 'pump-priming' or short-term 'top-up funding' is frequently necessary to allow the release of resources already tied up in an inappropriate way."

The project was one of three studies paid for by the Department of Education and Science. It found that 72 per cent of local education authorities had increased the share of their education budget directed to special needs; 53 per cent made increases that exceeded inflation.

Yet educational administrators felt not only money was lacking, but staff and time. In some cases, professional advisers involved in the statutory assessment and statementing procedure were under pressure not to record what a child really needed because of lack of resources.

Resources shortages led to parental anxiety, moral dilemmas for professionals who had to disguise the disparity between needs and provision, and stress for administrators who had to arbitrate between conflicting demands.

"We have held back from making a simplistic recommendation about the need for more resources for special educational needs, as we realize that a responsible critique must involve looking at the disposition as well as the level of resourcing," the researchers say.

Copies of the report have been submitted to the Parliamentary education select committee currently probing implementation of the 1981 Act.

It is mainly based on a questionnaire study of administrative practice in all English l.e.a.s, a detailed study of five l.e.a.s and limited investigations of particular topics such as the role of voluntary agencies.

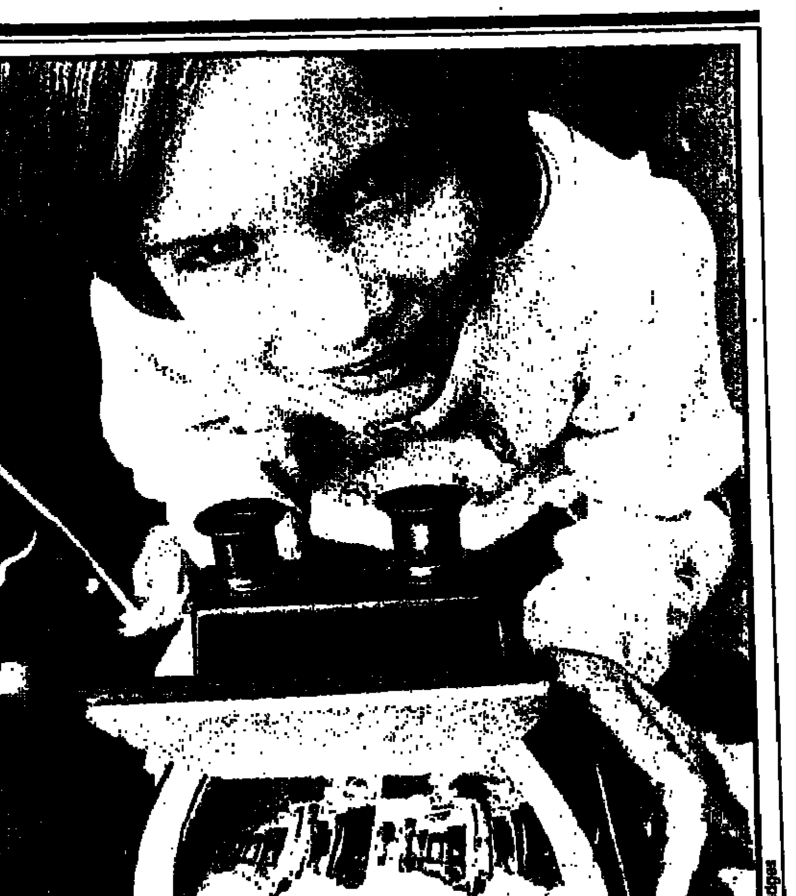
The report also includes plenty for the statistically-minded. The study found that 76 per cent of l.e.a. respondents to the questionnaire had placed an increased proportion of special needs children into mainstream schools. Some 76 per cent reported substantial increases in the number of non-teaching auxiliary staff, 52 per cent in the numbers of peripatetic advisory and support teachers and 37 per cent in the number of mainstream-based special needs teachers and teachers employed in special units.

● The Inner London Education Authority's Labour group has taken the ambitious step of approving an officer's report on special educational needs which advocates an "over-riding objective of integration" but accepts the need for continued, albeit reduced, linked special school provision.

The document, by Mr Robert Harvey, the assistant education officer (special education), details the responses to the Fish Committee report, *Educational Opportunities for All?*

The overwhelming majority of respondents supported the report's recommendation or principles, it says, but many stressed the need to retain special schools for children with certain disabilities and some made additional resources a condition of their support.

If the new document passes smoothly through the committee cycle, the ILEA will move towards the phased building-up of individually supported placements and resource bases in mainstream schools, and a programme of in-service training for special and ordinary school staff.



Rob Judges

Image makers: Corinna Hackmann discovers a Victorian 3D picture viewer during a special photography day organized by the Oxford Museum of Science

DES issues Aids fact-sheet

The Education Secretary Mr Kenneth Baker today launches a teachers' fact-sheet about Aids that answers questions about everything from symptoms and sufferers to French kissing and love bites.

The sheet, which includes answers to around 25 questions, references for further information and a short annexe aimed at biology teachers, will be sent to all primary and secondary schools, colleges, polytechnics and universities.

● Miss Christina Bienkowska, who has been closely involved with health education at the DES, has been named as the principal to take charge of the Department's new Aids unit.

ILEA staff must draw lots for jobs

by James Meikle and Barry Hugill

More than 1,000 teachers in "overstaffed" London secondary schools will soon be taking part in a lottery to change their jobs.

They will first be asked to volunteer for redeployment, but compulsory measures may be taken. In the end, less than half the teachers may move this year.

A lottery system to randomly select teachers at individual schools for redeployment where two or more seem eligible has been changed following pressure from heads and teacher representatives. Under the original system, teachers would have had a differing number of chances to be selected – one if they had served in the Inner London Education Authority for less than two years, two for between 2 and 15 years, and three for more than 15 years. Now it will be just a simple draw.

Disturbance allowances of £1,000 are being offered to encourage voluntary redeployment. There are nearly 1,300 surplus teachers in the secondary sector but, paradoxically, some schools still have trouble recruiting staff. Only about 500 of those are expected to move before September.

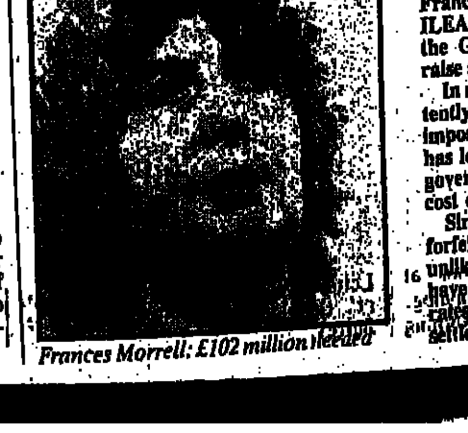
● The ILEA will today decide to set a legal budget despite the refusal of the Education Secretary to help it overcome its budgetary crisis.

As *The TES* went to press, the ILEA leadership was discussing the extent of cuts that will have to be made once the legal budget is set.

By abiding by the law, the ILEA will have to limit next year's rate precept on London councils to £956 million. Mrs Frances Morrell, the leader of the ILEA, says that the gap between what the Government will allow ILEA to raise and what it needs is £102 million.

In recent years, the ILEA has consistently overspent on its Government-imposed targets. As a consequence, it has lost all of the grant which central government provides to help meet the cost of teachers' pay.

Since 1981, £750 million has been forfeited in this way and the ILEA, unlike any other local authority, will have to find all the money out of the rates to meet this week's imposed pay settlement.



Frances Morrell: £102 million needed

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PLATFORM



The need to produce more students with A level mathematics is now desperate, says Geoffrey Howson. He argues that standards could be raised if exam questions were not as difficult

Raising the maths yield

The debate about A level standards is an emotive subject which deserves a more considered appraisal than it has often received.

In all countries educational standards are a continuing cause for concern. Once goals are achieved, then new ones will be set. This is an inevitable process which does little for the educator's peace of mind.

At a meeting called in January to discuss the United States' poor showing in recent international comparative studies (including the Second International Mathematics Study), American educators expressed anxiety at the performance of their students at all ages and at the restricted nature of the maths curriculum offered by their schools.

Our standards are irrelevant to observers from overseas, for they are based on what is taught rather than what is learned

Inevitably they compared their standards with those of other countries. Did they look enviously at the British system, at, say, School Mathematics Project Further Mathematics (in my experience the most challenging school maths syllabus to be found in any country), at exciting work with micros, at initiatives to teach game theory, algorithms, and so on at A level? No!

The reasons for this are simply stated, but have yet to be appreciated by many involved in education in Britain. Our standards are mainly irrelevant to observers from overseas, for, as SIMS has shown, they are largely based on what is taught rather than what is learned (particularly the mathematics prized by other countries) and because at A level they affect so small a proportion of the age-group.

At 13-plus our children performed overall in an average fashion and occupied a place midway in a table of 20 including three developing countries. At 17-plus we ranked third in attainment behind Hong Kong and Japan. Unfortunately, like was not compared with like. In most other countries advanced maths courses are taken by a far greater proportion of 17-year-olds (and, in addition, many other students take less advanced ones). If one considers how the upper 1 per cent (or the upper 5 per cent) of the national age-groups performed on items on functions and the calculus, then again we are in the middle of the table.

Looking at the syllabuses of the various countries there is no doubt that our students have been exposed to more maths and, in particular, to more applications of maths than most other students, but their performance on basic items leaves something to be desired. (It would be a pity to lose the emphasis on applications simply to achieve a higher league table position. A more coherent sixth-form curriculum could, however, reduce the load on maths syllabuses.)

How then are standards to be set? By what Ruth Lawrence achieved? By the old Oxbridge entrance examinations? By the extent of A level syllabuses? Perhaps a more fruitful approach is to judge the standards of an educational system in terms of "mathematical yield": the product of two quantities: the proportion of students [illegible] and a measure of how much they know. According to this criterion English standards are disastrously low and efforts must be made to improve them.

This may, for example, mean reducing the syllabus and the difficulty of exam questions for weaker candidates by introducing limited grade A levels. If such moves result in more students gaining greater mathematical competence and confidence, then standards will indeed have been raised and not lowered.

There is scarcely time to design, test and disseminate new courses. Centralized, emergency action is needed

In 1986 the USSR moved from a 10 to an 11-year school course. Less maths is now attempted in nine years than was previously taught in eight. The hope is that this will lead to *higher* standards overall and to an increase in yield.

The need to produce more students with A level mathematics is now desperate. By 1993 the number of 16-years-olds will have dropped by about 30 per cent. To maintain numbers in higher education studying maths, science and technology, and to provide a sufficiently large pool from which to recruit teachers, it will be necessary to increase the proportion achieving A level maths by almost 50 per cent. How is this to be done? There is scarcely time to design, test and disseminate new courses. Centralized, emergency action is required.

In addition there are complicating factors, of which the teacher shortage, GCSE and AS are but three. In particular, it is essential to realize the possible consequences of GCSE. This will effectively restrict those who can attempt a two-year A level course to students taking papers 3 and 4 of a four-in-line system.

In 1986 about 30 per cent of the 5,000 plus who entered for the SMP 11-16 pilot exam took papers 3 and 4. Let us suppose that 85 per cent of the students in the pilot schools attempted the examination. Then roughly 7 per cent of the age cohort obtained an A, 10 per cent a B, and (through the 3/4 route) 8 per cent a C. If normal entry [illegible], it is attempted by about 65 per cent of those with an A, 30 per cent of those with a B . . .), this would leave only 8 per cent of the age-group attempting A level and, with present failure rates, just over 5 per cent obtaining it. This simply will not meet the country's needs. (Passing more candidates without adjusting "levels" would *really* lower standards and result in an unchanged yield.)

GCSE has introduced fetters from which it is difficult to escape. Realize that decisions on routing will be taken in schools this coming September which will largely determine the A level output in 1991! In which other countries does such a state of affairs exist?

One possible way out, if the authorities have the courage and foresight to act, and to act sooner rather than later, is to convert GCSE to a school-based examination (as in Australia) concerned more with certification than grading. Already there exist models designed by l.e.a.s and others which could easily be extended to a full GCSE, far less costly in money, in human resources, and in school time, and which would not deter students from continuing with their schooling.

Can anyone believe that over 90 per cent of Finns and Japanese would remain at school post-16 if those countries had a 16-plus external examination which certified 70 per cent of students as inadequate?

Of course, firm guidelines on curriculum content and on expected attainment would be required, and schools would have to be provided with item and project banks on which they would draw for internal assessment. This provision would, however, be cheap compared with the spiralling costs of external examinations.

A second, more expensive solution would be to provide financial incentives to persuade those with Cs (from either route) to follow a three-year A level course.

Prompt action, then, is required, but there is little time to lose. In addition, long-term changes need to be implemented if we are to overcome other readily observable defects in our maths education. Many problems are duplicated in the United States and, in a future article, I shall look at some of these and at suggestions for overcoming them.

Professor Howson is director of the Centre for Mathematics Education. Copies of his inaugural lecture are available from the Centre, The University, Southampton SO5 [illegible]. Please send a stamped (18p) addressed envelope at least 16cm x 22cm.

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NEWS

DIARY

Pulling the plug

Spare a thought for two innocent educationists who thought they were about to break into the TV big time.

Richard Hall, a teacher at Homerton House school in London's East End, was, two weeks ago, on the verge of a glittering career as a television scriptwriter. His parody of comprehensive school life *Hardwicke Hall* was to receive prime time on ITV.

So certain were the programmers that they had a successor to *Minder* on their hands that they ran two editions as one as a trailer for the series.

They needn't have bothered. Following endless complaints from viewers about bad language, scantily dressed fourth-formers (male and female), sadistic, not to mention paedophiliac, teachers, out came the axe.

No one was more relieved than the head of Homerton House, Mr John Prince. "I won't comment on the programme," he said, "other than to say that it bore no relation to this school or any that I have ever taught in."

At least Mr Hall got his programme networked. Our own distinguished editor, Stuart Maclure, is having trouble managing even that.

Monday should have seen the first episode of his seven-part portrayal of education since 1945, *Promises and Piecrust*."

Imagine his shock, and that of viewers in London, Birmingham and Norwich, who, having stayed up well past their normal bedtimes expecting a treat, switched on to the prerecorded highlights of the Walsall v Watford football match.

It was bad enough having the programme shunted back to 20 minutes before midnight to make way for a programme on Aids. But to be postponed until Tuesday for a football match must say something about the viewing habits of the comprehensive school generation. Mustn't it?

Missing body

Following my revelation in last month's diary that Conservative Central Office had never heard of the Conservative National Advisory Committee on Education I am pleased to report that matters have improved.

"Oh yes," said the Tory's education desk, "we know all about them now."

Alas, that's not quite true. A not particularly reliable source would have me believe that said Central Office is about to axe said advisory committee.

"Not true," retorts Central Office. "We can't axe them because we don't even fund them."

Wrong again. The committee has its administrative expenses met by ... guess who? Watch this space for further developments.

Smugglers' diploma

Detained at Manchester airport last week: one traveller complete with passport and several forged BTEC award certificates.

Under interrogation he admitted the smuggling attempt. He was asked, he explained, to take "a couple of parcels to Hong Kong for a friend."

No disrespect to BTEC (Business and Technician Education Council for the uninitiated) but what price for a handful of forged Oxbridge firsts?

Walls have fears

The Great Aids Media campaign was certainly successful in one respect: condoms are now appearing in unlikely places all over some secondary schools. In one London school they were even found hygienically wrapping some sausages in the canteen.

Acronym

[illegible]

Barry Hugill visits Truro where a Cornish-speaking teacher is battling against well-nigh impossible odds to secure the seat for Labour in the forthcoming by-election

The man who would be Cornwall's King

As racist graffiti go, "Free Cornwall – English out" is fairly inoffensive. It doesn't seem to bother the good burghers of Truro who give it hardly a glance, nor the City Fathers who have no intention of wasting rate-payers' money on removing it.

What is most interesting about it is that it is written in English. No self-respecting Breton or Welsh nationalist would dream of using the oppressor's language in such a public manner.

On the evidence of a weekend's observation there are precious few Cornish dialect, let alone language, speakers in Truro. The assistants in the shops and pubs owe more to *East Enders* than the legend of Gawain and at a confirmation service in the cathedral on Saturday afternoon for pupils of Truro School, the accents of the proud mums and dads were pure Home Counties.

More reliable sources of information indicate that about half of the population of the county is of pure Cornish stock. But in Truro, the capital, the "foreign" element is much larger because of the concentration of local government workers and the recent influx of the newly retired.

All of which would not matter except that a by-election is taking place and all three major candidates constantly refer to the essential Cornishness of Truro and stress that it is their party alone that has the answers to the county's very special problems.

The candidate most able to play the Cornish card is Labour's Jowan Byghan (roughly translated it means little John), who isn't going to win, but who is determined to improve on his party's performance in the last two elections when it lost its deposit.

Conscious that there are only about 150 Cornish speakers world-wide, 39-year-old, London born, Jowan has chosen to use his English name John King on all election material.

Deputy head of English at Pool comprehensive school, he has lived in the area for 15 years and has spent most of them proselytizing for Consel Esethvos Kernow – the Cornish Eisteddfod.

His moment of fame came three years ago when he composed a song *An Wrannen*, which took first prize in the Celtic version of the Eurovision song contest.

As befits a teacher, he has chosen to centre his campaign on education as he believes, not unreasonably, that he knows more about it than either of his two serious rivals, the 24-year-old Liberal, Matthew Taylor, and the 31-year-old Tory, Nick St Aubyn.

Mr King is letting it be known that he is the only candidate who has ever done a real job and says that it is a choice between him and "two Oxbridge yuppies."

It is true that Mr Taylor has little employment experience having spent his time since leaving university as an assistant to the former MP – much lamented in Truro – David Penhaligon.

Mr St Aubyn is the assistant director of a London merchant bank and it is a matter of conjecture whether that is a more, or less, real job than that of a comprehensive school teacher.

What is not in doubt is that Cornwall has a serious problem with its primary schools. Eighty of them still have outside toilets and all candidates agree that something must be done.

It is the issue on which Mr King is strongest. It's all very well the Liberals expressing concern, he says, but they chair the education committee and are in a position to do something.

For their part, the Liberals blame it on the parsimony of the Government. The Conservatives merely say that, yes, it is a problem.

Parents may care about the shocking state of the primary schools, but they are not in the least bothered about the equally shocking state of the Cornish language, which is a pity for Mr King – if they cared he might even win.

He speaks the language fluently himself and one of his proudest boasts is that in 1981 he helped introduce the first CSE in Cornish and he is currently working on a GCSE syllabus.

An NUT activist, he admits that industrial action has badly hit the subject. Few youngsters are convinced that it is worth learning and the case for making it a timetabled subject is weak.

What teaching there is takes place out of school – or it did until the action.

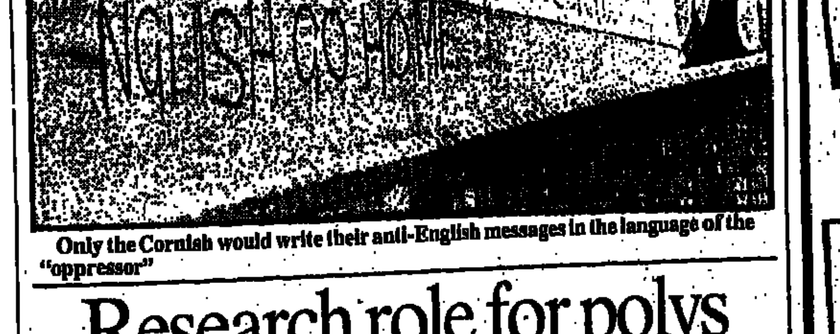
The introduction of a national curriculum is hardly likely to do much for the language, he says. More importantly, he believes that a centrally imposed curriculum would "freeze out essential subjects for Cornwall such as rural, horticultural and maritime studies."

It is doubtful if the voters of Truro are much interested in Mr Baker's plans for the timetable and the language issue is a dead duck. Little John won't be going to Westminster.

Not for a while at least. He will lose next Thursday, but seasoned observers are saying that he is the right man in the wrong place. Labour workers drafted in for the campaign were muttering on Saturday night that with John King they could have won at Greenwich.


David Benchley/Cornish Photonews

John King: dismissed his opponents as "Oxbridge yuppies"



Only the Cornish would write their anti-English messages in the language of the "oppressor"

Research role for polys

by Jeremy Sutcliffe

A radical shake-up of Britain's divided university and polytechnic system has been proposed by Mr Christopher Ball, chairman of the National Advisory Body for public sector higher education.

The proposals include a plan to designate a dozen or so institutions – most likely, but not necessarily, all universities – as major centres for research. These will effectively become "super universities".

All the remaining universities will become primarily teaching establishments – putting the needs of teaching before research.

Under Mr Ball's proposals, more money will be unlocked – at the expense of the universities – for research in polytechnics. At the moment, polytechnics carry out little research. Only £6.5 million was allocated for the whole public sector in 1987/88.

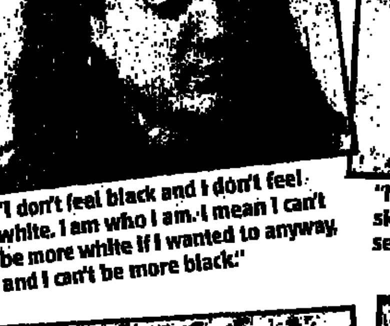
Mr Ball would like to see the nation's research cake [illegible] currently an annual [illegible] £1,200 million – sliced differently. At the moment, the universities receive £600 million a year from the University Grants Committee to carry out general research. In addition, they share the remaining £600 million with the polytechnics in the form of selective grants handed out by the various research councils.

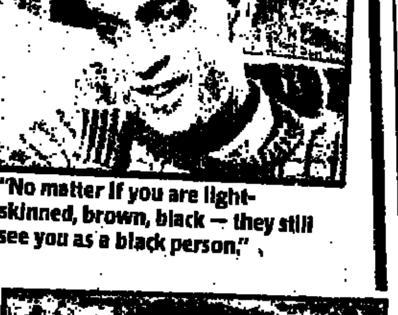
Mr Ball proposes that £300 million should be allocated exclusively to the big 12 research establishments, leaving all the universities and polytechnics to bid for the remaining £900 million from the research councils.

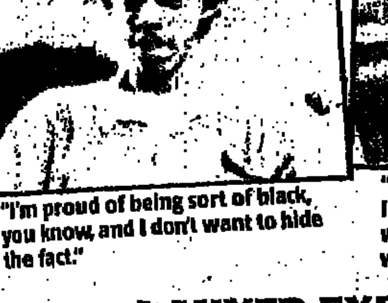
The proposals emerged at a NAB policy conference at Manchester this week.

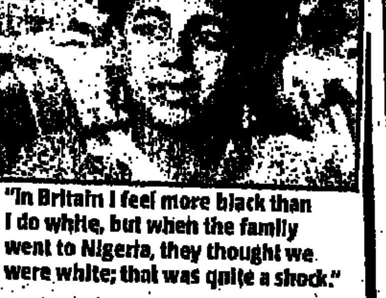
The shake-up is also likely to lead to reform, and perhaps eventual merger, of the UGC and NAB – bringing an end to the special relationship polytechnics have historically enjoyed with local education authorities. [illegible]

scene


"I don't feel black and I don't feel white. I am who I am. I mean I can't be more white if I wanted to anyway, and I can't be more black."


"No matter if you are light-skinned, brown, black – they still see you as a black person."


"I'm proud of being sort of black, you know, and I don't want to hide the fact."


"In Britain I feel more black than I do white, but when the family went to Nigeria, they thought we were white; that was quite a shock."

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NEWS

Bert Lodge reports on the decline in PE and school sport outlined by the Secondary Heads Association

Heads defend compulsory PE at 14

Local education authorities have been asked by the Department of Education and Science if they think pupils should be allowed to drop physical education at the age of 14, it was disclosed this week.

The Secondary Heads Association says it is "deplorable" for the DES even to consider such a step. In a major document, the union lists 20 recommendations aimed at halting the dramatic decline in school sport which a national survey by heads has highlighted.

It notes: "Pupils in independent schools spend about twice as much time on PE as in state schools. We recommend that all pupils of statutory school age should have at least two hours a week of PE.

"In the first two years, it is hoped that pupils will all have at least four periods of 35–40 minutes of PE, including games."

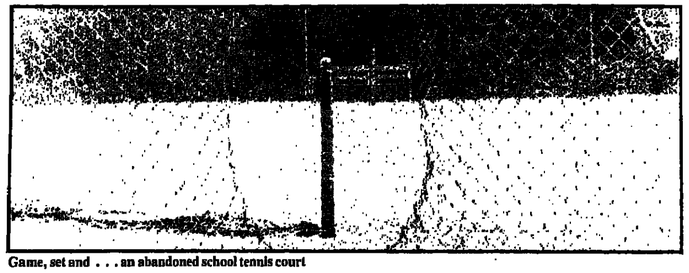
The recommendations from the SHA, whose membership numbers 4,500 heads and deputies, follow a thorough survey of the state of school sport by the association published last November (*TES*, November 21, 1986).

They show that:

☐ Many teachers did not resume their voluntary help with school sport after the industrial dispute ended. Consequently, the big drop in fixtures over the last two years has continued in nearly half of local education authorities;

☐ 70 per cent of schools have inadequate playing fields and indoor facilities;

☐ nearly half of all playing fields are substandard because so few schools employ groundsmen;



Game, set and . . . an abandoned school tennis court

☐ 80 per cent of pupils have no opportunity to learn to swim at school;

☐ 50 per cent of local authorities offer no finance to support Outward Bound courses.

In addition to insisting on a minimum amount of PE per week for all students up to 16, the heads also call for bursaries for pupils showing exceptional sporting talent, travelling expenses for teachers accompanying away teams, and an urgent review of the training of PE specialists together with the physical education in primary teacher training.

The heads boldly embrace children's increased involvement with clubs in recent years, still viewed with suspicion by some teachers – and want to see it encouraged with sports development officers appointed to foster school-with-club contact. They also urge both the Government and local authorities to adopt a clearly defined policy emphasizing the importance of physical education.

Mr Keith Smith, the chairman of the association's working party on physical education and head of Aylesbury Grammar School, expressed astonishment that the Government could have even entertained the idea of allowing pupils to drop the subject at 14.

The SHA was looking to the Government and the local authorities for new initiatives, to emphasize the importance of PE – something equivalent to another Technical and Vocational Education Initiative.

The call for i.e.a.s to provide bursaries for children gifted in a particular sport will not be welcomed by those authorities who are trying to discourage élitism and the competitive spirit.

Mr Smith explained that what the heads had in mind was a fund of, say, £5,000 from which perhaps £100 could be granted to a pupil to pay for extra coaching. Local authorities should also help pupils to get to Outward Bound courses.

He said that the amount of voluntary activity by teachers in connection with school games alone had been costed at about £50 million a year. "We cannot afford to lose this. There must be a determined effort to restore the out-of-school provision which existed before the teachers' dispute."

The SHA urges teachers' employers to consider paying travelling expenses of teachers involved in Saturday fixtures – and salaries should reflect the professional commitment of teachers' voluntary activities.

An urgent review of PE teacher training should consider how far an increased emphasis on theory had diminished the time spent on practical training. In some cases it was down to two-thirds compared with 10 years ago.

Further questions should be directed at whether teacher training covered a sufficient range of sports, course in PE teaching methods and figure in every primary teacher course.

There must be opportunity, for those who wished, to pursue a sport after school. This is linked with the communal use of school and club facilities and "an inter-agency management policy" is needed.

In some areas, heads have been allowed to let facilities and equipment for public use, with the subsequent profit being ploughed back to improve provision. This seems to work well, the document observes.

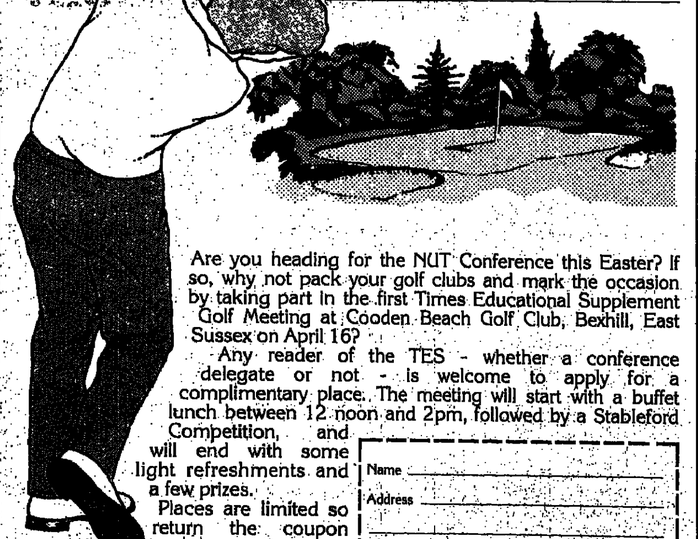
Local authorities come in for strong criticism from the SHA. "There is evidence of gross underfunding for the maintenance of school grounds . . . many schools report that their tennis courts are crumbling or the surrounds disintegrating".

In many cases, the maintenance of playing fields falls below the standard laid down in the 1981 Education (Schools Premises) Regulations. Those authorities which make up the deficiency of playing area with all-weather pitches and sports halls are commended.

In the controversy between the primacy of competitive sport, with an emphasis on team games, and the alternative philosophy of health-related fitness with activities tailored to the individual pupils, the SHA cites no sides – both are admirable, but desirable.

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THE TIMES Educational Supplement



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No competition: new-style playground cricket at Dick Sheppard School, Tow

Merton continues sell-off

The loss of a water sports centre is the latest blow for the London borough of Merton's PE teachers, who have been keeping an eye on the dwindling provision.

In 1984, the PE teachers published the results of a survey they had carried out into provision for local middle and high schools.

But, according to the compiler, Mr Eddie Fisk, of Garth high school: "Since then it's got worse. The meeting which led to the survey was chaired by the adviser. Now there is no specialist PE adviser. She was made redundant last year.

"The jewel in the crown for outdoor education in the borough was a site at Wimbledon Park, jointly funded by Merton and the Inner London Education Authority. The centre has recently been hived off to the ILEA, so Merton children have lost their opportunity to sail and canoe."

The Central Council for Physical Recreation, which has closely monitored the selling-off by local authorities of playing fields, reports that the borough has sold off most of London Road playing fields, a 20-acre area used extensively by schools and clubs, and is currently considering a planning application for 250 houses on the site.

The survey by Merton PE teachers covered 11 of the 15 middle schools and all 11 high schools. It shows that in high schools:

● Fifteen out of 38 high school specialists taught PE only for up to half their timetable. Of the remainder, 16 were still not wholly timetabled for PE.

● While there was a school-by-school increase of PE specialists in the previous three years, five had suffered a decrease.

● In each of four high schools in one mixed and one boys', pupils less PE as they progressed their final three years of compulsory schooling.

In the middle schools:

● Eighty-three non-specialist were recruited to help with PE. schools found them inadequately trained, while the remainder judged them satisfactory.

● Over the previous three years schools had lost specialist staff only two gained them.

In both sectors, the survey big demand for peripatetic staff middle schools considered them benefit against three saying they not necessary. Among the schools, the comparative figures six and three.

The high schools listed 15 aspects for which they felt the lack of peripatetic teachers. "Clearly they valuable experiences in the fields dance, games, and outdoor are not available to their pupils." Shortly before the report was published the canoeing-sailing instructor departed and was not replaced.

The reduction in money available for repairs and maintenance was considered "a more subtle form of curriculum erosion . . . pupils in poor are unable to play properly-constituted badminton; basketball and volleyball because floor markings have worn away.

"In that same school, pupils are unable to wash after PE or games lessons due to the shortage of hot water which has been broken for many terms."

THE TIMES EDUCATIONAL SUPPLEMENT 6.3.87 7

NEWS



The language barrier is the Great Wall that divides many English-speaking teenagers from their parents

Sue Surkes visits a new Saturday school in Birmingham which is introducing Chinese children to the culture and language of their ancestors

A piece of old China



Happy talk but serious messages: the first lesson is that when the elder is speaking, the youngster must listen and obey

Nigel Dickinson

Confucius says respect your elders and maintain an obedient silence while they talk. But judging by the background tittering that went on during last weekend's formal speeches to launch the Birmingham Chinese School, his words of wisdom still need some publicity.

Mr Thomas Hau, the school's new head, told the assembled parents, children and local dignitaries that moral training, along with Chinese language, art and culture, would form an integral part of the curriculum.

The Saturday school wanted to turn pupils into "Chinese gentlemen," he said. Elaborating on the theme later to *The TES*, he added: "In our culture, when the elder is speaking, the youngster must listen and obey. In Hong Kong (his home until two years ago), our first lesson is moral training. You must behave yourself."

(It must be said that the atmosphere at St Thomas C of E primary school, where the classes are being held, switched to one of silent decorum once the Chinese books were thrust into lots of little hands for lessons to begin.)

The non-political and non-religious school set up by interested members of the community, has offered to take any child aged 4 to 16 but is starting with 70 second-generation Chinese boys and girls (mostly under 12) out of an estimated West Midlands Chinese school population of at least 2,000.

The demand for such tuition is underlined by the fact that some will travel from as far away as Coventry and Leicester. Birmingham already has a Chinese school that meets on Sundays, but Dr Bernard Hon, chairman of the governors, believes it uses more traditional teaching methods.

Much of the curriculum will be given over to Chinese culture, history, paintings, calligraphy, festivals and ancient sayings and teachings. But the school's most important role will probably lie in teaching its English-speaking pupils enough of the Chinese language to be able to communicate properly with their Chinese-speaking parents.

Jenny Wong, 12, came with her family from mainland China to England when she was three. She started school in Birmingham, forgot much of the elementary Chinese she had learnt and now has problems making herself understood to her mother on all but the simplest of levels.

Dr Man Lung Shiu, vice-chairman of the school governors, explained that communication became a serious problem when families wanted to discuss adolescent emotional problems or financial worries. "We hope we can bridge this gap."

Many children also had a poor understanding of their roots. A lot of the parents are in the restaurant business so they are themselves very busy during the evening and spend little time with their children discussing Chinese culture.

Mr Yan Ho, a software engineer who is sending three of his children, aged five to nine, to the school, saw a knowledge of both the English and Chinese cultures as a kind of insurance policy that would give youngsters more than one option should they find it impossible to earn a living in Britain.

The school did not want to be accused of standing in the way of integration into British society, Dr Shiu stressed. "We are supplementing them so they have a better understanding of their roots."

Future provision at the school may extend beyond GCSE courses in Chinese. "We are totally open-minded," said Dr Hon. "If there is a demand for adult classes, we are able to do that. If there are enough businessmen in China, we can do that." The shape of things to come will depend on demand and resources. Initial funding has been provided by the Midlands Chinese Association, pupils are to be charged £1 a week and there are hopes of a subsidy from the Hong Kong Government office in London. The rest is likely to depend on private and business funds raised locally.

But the school has made sure it can count on the long-term commitment of its staff.

An over-dependence on Chinese students who eventually went home is said to have led to the closure of the last Saturday Chinese school to occupy the primary school site.

So while taking its pupils back into their past, the Birmingham Chinese School goes into its first term with one eye firmly on the future. For as Confucius says: "If a man takes no thought of what is distant, he will find sorrow near at hand."



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NEWS

A level inquiry team gets brief from Baker

by Sue Surkes

Mr Kenneth Baker has finally announced the membership and terms of reference of his long-awaited committee to review A levels.

The committee's members appear to have been given a fairly broad remit, but the Education Secretary told the House of Commons last week that the "present character and rigorous standards" of A levels would have to be maintained or improved. "The Government is firmly committed to retaining A levels and to strengthening them where possible," he said in a written reply.

The committee, which is expected to discuss assessment, coursework and a set of broad principles along the lines of the National Criteria for GCSE, will be chaired by Dr Gordon Higginson, vice-chancellor of Southampton University and a former mechanical engineer.

Sitting with him will be Sir Roy Harding, retired chief education officer of Buckinghamshire and former vice-chairman of the Secondary Examinations Council, Mr Graham Leech, head of Range High School, Formby, Ms Sonia Beesley, journalist and broadcaster, and Mr Mark Nicolson, of Barclays Bank, who is chairman of the Confederation of British Industry's under-35s group.

The members are charged with recommending "the principles that should govern GCE A level syllabuses and their assessment, so that consistency in the essential content and the assessment of subjects is secured" and setting out "a plan of action for the subsequent detailed professional work required to give effect to these recommendations." They are expected to start work soon and spend the next nine months consulting widely.

Dr Higginson, who was unavailable for comment, is understood to be approaching the committee's task with an open mind but to feel that some rationalization of examining boards might be beneficial. It is possible that the committee will discuss limiting each board to one syllabus per mainstream subject and recommending the introduction of pooled arrangements for minority or adminstratively expensive subjects such as music.

Mr Baker appears to be in something of a hurry for the committee to complete its work. It is believed he originally wanted it to report by the end of this year but was persuaded to extend the timetable by Dr Higginson.

In view of the time factor – the committee will now report by next Easter – fundamental changes are unlikely to be made to the A level courses that the first crop of GCSE graduates will start in September 1988.



Bert Bell

Swan upmanship: pupils at Rosecroft school in Didsbury, Manchester, take their cue from Richard Slaughter of the Royal Ballet during a demonstration and workshop session on *Swan Lake*. Some of the pupils plan to see the ballet at Covent Garden in London this month.

Principal bitter over closure

by Bert Lodge

A preparatory school which was severely criticized by Her Majesty's Inspectors two years ago has been ordered to close at the end of next term.

St Nicholas School in Erdington, Birmingham, was founded 43 years ago by Mrs Barbara Bryan who has been principal ever since. Yet in 1985 inspectors found that neither Mrs Bryan nor any of her staff were qualified teachers.

Mrs Bryan said this week that she felt bitter about the decision after trying hard to meet the requirements of the Notice of Complaint served after inspectors visited the 75-pupil school.

"I have spent £1,000 on new desks. It has cost nearly as much to put carpets on the floor. Where is there another school with carpeted floors?"

Mrs Bryan said she had also reduced the number on roll to 50 to meet the complaint of overcrowding. The inspectors' report also criticized the bleak appearance of classrooms, the narrowness of the curriculum and the lack of facilities for teaching older pupils science, craft or home economics. Little evidence of any art work of quality was found and reference books were in short supply. Sanitary provision was unsatisfactory.

"The inspectors wanted me to arrange in-service training for myself and I have tried to get them on courses but have not succeeded," Mrs Bryan said. "The parents are absolutely behind me and the chairman of the parent-teachers' association has called an emergency meeting."

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Bringing the school year into the 20th century

by Barry Hugill

The Labour Party is launching an inquiry into the organization of the school year. According to Mr Andrew Bennett, its junior education spokesman, the present school year and holiday system "reflects what was expedient last century when children in rural areas were expected to work at harvest time".

Mr Bennett has been asked by Mr Giles Radice, the shadow education minister, to investigate alternative forms of organization, including the four-term year and the continental day. A Labour spokesman pointed out, however, that the party was not committing itself to any radical changes should it come to power.

Mr Bennett believes that the long summer holiday results in boredom and possibly delinquency among some pupils. But he says that any change in the system could only happen if teachers were paid more or more of them employed.



Andrew Bennett: pupils no longer need to help with the harvest

Homeless and hopeless

A bleak and depressing picture of life among homeless families in West London bed and breakfast hotels is painted in a booklet published by the Bayswater Hotel Homelessness Project.

It tells of children living in cramped and unhealthy conditions with no play space and nowhere to do homework except on the bed. "But it's difficult as it sinks down in the middle," one child complained.

Bayswater has 20 per cent of the homeless families placed in bed and breakfast accommodation by London councils. More than 1,500 families wait for one to four years to be rehoused.

The project wants authorities to provide more places at schools which cannot cope with the increasing numbers of children and better teaching of English as a second language.

Speaking for ourselves, The Bayswater Hotel Homelessness Project, Church House, Newton Road, London W2. £2.50.

Quake fund relaunched

An appeal to raise money for a Latin American studies scholarship trust in memory of three British teachers killed in the 1985 Mexican earthquake, has been extended to the world of business following success in raising £15,000 from schools, colleges, universities and individuals in education.

The fund was set up by the Council Bureau – a charity which promotes international educational visits and exchanges – and the new appeal was launched at the Mexican Embassy in London last week. Three Mexican banks were the first to pledge donations.

Mr Paddy Carpenter, the bureau's deputy director and the secretary of the trust, said three British students would be sponsored to visit Mexico or America.

"Also, we would like to extend the fund to offer scholarships to Britons to study Latin American students," he added.



Richard Cullen, Business Development Executive, Mailbox TCD034

THE TIMES NETWORK SYSTEMS



Paul Conway, National System Manager, Mailbox TCD022.

TTNS BRANCHING OUT

INTO THE WORLD OF HIGHER & FURTHER EDUCATION

Back in January of 1986, TTNS encouraged a group supporting FE colleges in Hampshire to 'break away' from the traditional LEA groupings and form their own closed group. The concern at that time was that, although TTNS was well established in its service to schools, there was little on the system of direct relevance to Further and Higher Education. The new group - the 'HFE' group - was originally seen as fulfilling a purely local role, supporting the Hampshire Colleges IT Project in the introduction of Information Technology tools across the FE curriculum for the benefit of the twelve colleges in the Hampshire LEA. Within a short time, all Hampshire colleges were members of the group, and had access to a substantial database of local FE-oriented information, with a new System Manager based at the Southampton Regional Development Centre.

The newly formed group was not, however, to keep a purely local outlook for very long. A string of queries and requests from colleges, organisations and educational bodies outside the LEA led the team to realise that the recognition of a lack of FE information was widespread across the country, and several individuals requested that, in the absence of a similar set-up in their own geographical region, they be allowed to join the HFE user group. This led to a re-structuring of the information held under the HFE local database to allow for the inclusion of two levels of information; a local level, as with existing LEA databases, and a National level in which groups interested exclusively in F/HE could set up and maintain their own information areas and make full use of the wide range of services offered by TTNS. What started as a purely local initiative has thus become the embryo of a truly National service for Further and Higher Education.

National bodies with an interest in the F/HE sector have been quick to see the potential of the group, and areas have been established for bodies such as the FEU Courseware Unit, the National Centre for Computer Assisted Language Learning, and the Association of Computer Units in Colleges of Higher Education (ACUCHE); other sections are currently under development or discussion. Individuals and groups of colleges have joined the HFE group from as far afield as Norwich and Kendal, and many are talking of establishing their own local sections within the HFE structure. Full use is made of the interactive form facilities on TTNS, together with a local EPUB section to allow for keyword searching of documents on-line. There are also plans to increase the present provision of downloadable courseware and classroom materials available on the system.

The intention of the HFE group has never been to 'poach' colleges from existing LEA groups - indeed, at the beginning there was no intention to set up a National group at all; like Topsy, it 'just growed'. However, it has become evident that the HFE group provides a convenient niche for colleges who need to take a wider view than just their own LEA, and for those in areas in which there is no well-established local database. Vital links exist between the HFE local database and those of the major LEA providers, such as Derbyshire, Devon and Hampshire, so that those colleges who wish to retain their local group mailboxes may still have access to the information provided under HFE - and indeed 'guests' are welcome from all areas, whether colleges, schools, or other institutions. Enquiries continue to pour in from all over the country, and new sections set up within the database on a regular basis; anyone working with or interested in the F/HE field should at least see what the HFE group has to offer.

Further information on the HFE group can be obtained from:
Richard Gray, HFE001 / HFE002
or Sarah Payne TCD031



Eight Colleges are already FE Colleges to link into the TTNS Network.

TWINS - A New Database for Independent Education.

'TWINS' (Times Worldwide Independent Network Services) is a educational section on TTNS, designed specifically for the Independent sector. It is to be launched on March 7th 1987 at Independent Education'87 Exhibition in Kennsington. TWINS is jointly managed by BTV Electronic Ltd, a leading Information Provider in the field of applied viewdata, based in Cheltenham, and Gabbitas Thring Services Ltd, a wholly owned subsidery of Gabbitas Thring Educational Trust, the largest Educational Consultancy in the UK.

BTV Electronic have worked with Gabbitas Thring for many years developing on-line Information Systems which are relevant to Education. The most widely used is the Gabbitas Thring Guide to Independent School Fees, which is the only database available covering all 2400 schools within the UK. The man behind 'TWINS', Michael Houghton, Managing Director of BTV, is the man responsible for the overall designing and implementation of 'TWINS'. He is familiar with most aspects of Independent Education and was educated at Harris Hill and Stowe. After qualifying as a chartered accountant, Michael founded his own electronic publishing group BTV.

What is on TWINS? TWINS will be constructed with viewdata index pages leading to 80 column keyword searchable databases. This should serve to ensure that user friendliness is combined with some of the more sophisticated attributes of TTNS.

TWINS will initially contain some of the following information:

- Electronic communications for pupils, teachers and international E-pals
- A news service
- Graphic competitions
- Further Education and Careers advice
- Exam retakes, and links to PCAS and UCCA

What next for TWINS? Some of the ideas for the extension of the database over the next 12 months of operation are:

For Students:
- Scholarships and exchange schemes
- Project groups in progress
- countries - history of commerce
- Student holiday exchanges

For teachers:
- Employment Information
- Experimental curriculum results

Who else is behind TWINS? The Advisory team: Bertie Bellis - ex headmaster of the Leys, Cambridge. He was very much involved with the setting up of ISMEC. Michael Collett - Head of Computing at Bedford Modern School, and has been involved with TTNS since the beginning. David Taylor - Managing Governor of Gabbitas Thring and is keen to promote the use of E-mail. David Wilson - chairman of CIFE (Conference for Independent Further Education) and Principal of the Cambridge Tutors College, Croydon. Two members of this group are representatives on the TTNS National Advisory Board which meets in London twice a year.



The delegates are (from left to right): David Smith (NFER), David Smith (Bucks), Gill Keene (Berks), David Streatfield (EMIE) and Derek Foreman (ILEA) sitting at the terminal.

Education Officers using TTNS as an administration tool

During a recent course for Education Officers held at Wandsfield College, Essex, entitled 'Computer Assisted Administration for Secondary Schools', delegates explored the many uses of TTNS as an administration tool. The course was organised jointly by the Society of Education Officers (SEO) and the Education Management Information Exchange (EMIE). The leaders or the two days were David Streatfield (EMIE), Derick Foreman (ILEA) and David Smith (EMIE).

THIS MONTH ON TTNS .....

Through its Educational Liaison service, **UNILEVER** provides curriculum materials and other resources for teachers in secondary schools and colleges of further education. The Times Network will be used to inform teachers about new and existing **UNILEVER** resource materials and also for communicating with teachers and advisers. The UNISIM business simulation game, is being launched on 9th and 10th March with a new presentation aimed at a wider range of teachers. For further details contact Unilever on YYY059.

There was another **NEWSPAPER DAY** on March 5th, this time over 350 school children were involved on up to 30 different newspapers.

More and more information is going onto the **TTNS CAREERS LIBRARY**, section 8 of the Careers Database.

Check up on 1986 DES Publications on the fully keyword searchable **DES Publications Index**, see the EDUCATIONAL REPORTS Database.

For regular news about TTNS see the TTNS page in Times Educational Supplement on the first friday of every month.

For further information please call the TTNS office on one of the numbers below or complete the form. TTNS are waiting to TALK TO YOU ... Any member of staff at TTNS would like to answer any query you may have, please telephone on 01-833 7104 or 01-833 7615

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(1432)

VISITS TO PARLIAMENT

1987 Autumn Visits Programme 7th September–9th October

Every Autumn the Parliamentary Education Officer runs a series of half-day visits, designed to explain Parliament's work to senior pupils. Each visit lasts 2½ hours and consists of an audio-visual presentation, question and answer session and tour of the Houses of Parliament. The programme is aimed at sixth-formers following a General Studies course and the more able students studying a political subject for GCSE. Leaflets are supplied in advance and **preparation will be expected, as these tours are not intended for the casual visitor.**

There will be a guiding fee of £10 per party of 16. Groups should number 16, 32 or 48 **including** staff.

Teachers wishing to take part in this year's programme should return the booking form below by Thursday 16th April to The Parliamentary Education Unit (Autumn Visits), Room 507, Norman Shaw (South) Building, Victoria Embankment, London SW1A 2HZ. Replies will be sent as soon as possible after that date. Please telephone 01-219 4750/6573 if there are any queries.

Name and address of school .....

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Name of teacher organising visit .....

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Age of pupils .....

Title and level of their course .....

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(10.15 am., 11.30 am., 1.30 pm., 2.45 pm.)

Dates/times impossible (**NB visits start on 7th September**)

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(1488)



Scope for change: FE colleges have a surplus of science teachers

Ian Nash reports from the annual general meeting of the Association of Colleges in Further and Higher Education

Call for redeployment to beat secondary shortage

Further education colleges have a surplus of science teachers who could be redeployed to tackle the crisis of shortages in secondary schools, Mr Terry Mella, Her Majesty's chief inspector for FE, said last week.

Six out of 10 science classes in non-advanced further education (NAFE) have fewer than 10 students, an HMI report to be published this month reveals. It also suggests that many students would benefit from the dialogue engendered by smaller classes.

"Further education is well stocked with PhDs and MScs, while secondary schools are crying out for science teachers," he told the association's annual general meeting in London.

"All that spare science capacity in FE could be used more effectively if schools and colleges could get their act together," he said.

The picture of NAFE which emerged from a two-year survey by HMI was one of a quality service but "without doubt" there was room for improvement.

The survey covered 5,000 classes, involved 60,000 pupils and drew comments from 278 employers. HMI studied the full range of courses now under the umbrella of the National Council for Vocational Qualifications and involving 1.6 million full and part-time students.

Nine out of 10 classes provided an effective service, and courses were flexible and responsive, meeting the needs of employers and the local communities, Mr Mella said.

Students were highly motivated and there was generous provision of well-qualified staff with commercial and industrial experience.

Teaching standards were "good" in 25 per cent of classes and "satisfactory" in 55 per cent.

This implied that one in five classes were "less than satisfactory". Those who completed courses, however, generally had good examination results, suggesting that students succeeded in many cases despite the quality of teaching.

Four out of 10 classes visited had fewer than 10 students. "This compares favourably with most sixth forms, but it is a wasted resource," said Mr Mella.

He pointed out that the number of "full-time equivalent" students would plummet from a 1983 high of 750,000 to 550,000 by 1990, with an inevitable impact on jobs.

A great deal of "inventive" curriculum development was observed, particularly through the City and Guilds of London Institute and the Business and Technician Educational Council. Over recent years, there had been substantial improvements in support services such as tutoring, counselling and careers advice.

There were serious shortfalls however, including insufficient local authority involvement in planning and monitoring courses. Most courses did not have access to the local further education advisory service.

One of the biggest deficiencies was the inadequate provision of management and information services. Student records were particularly poor and often non-existent.

Where they did exist, HMI observed that they were "a most effective management tool".

Sound of silence for DES view of future



Don Libby: better deal.

College principals sat in silence as they heard assurances that the Department of Education and Science was in the mood to give them a better deal in the non-advanced further education market.

The fact that the pledge came from the top – Mr Don Libby, the DES under-secretary with responsibility for non-advanced further education (NAFE) – did little to lessen their scepticism. They saw nothing but 10 years of cost-cutting and contraction ahead, the Government already having decided to remove a proportion of NAFE from direct local education authority control.

L.e.a.s – if they survived the decade – would become channels for diverting cash from public to private bodies, they feared, and NAFE would be progressively taken over by private agencies and the Manpower Services Commission.

The long-awaited report on the joint efficiency exercise by l.e.a. associations and the DES will be published after Easter. But Mr Libby took the opportunity of the annual general meeting to give a foretaste of what it would say. "As a measure of efficiency, the student-staff ratio is clearly not fully up to the job and needs to be supplemented," he said. Case studies in the efficiency exercise suggested that "unit costs", which included student enrolments, numbers completing courses, qualifications and success in moving on to employment and FE, were better.

The goal should be "a common costings information system for all l.e.a.s" – a standard system for a manual of guidance agreed by all authorities and published by the Chartered Institute of Public Finance and Accountancy.

Targets of achievement based on unit costs only made sense if colleges were equipped in advance to achieve them, he agreed. But conference delegates pointed out that the Secretary of State and not Mr Libby was the paymaster.

The joint local authorities–DES study has a lot in common with the ACFHE–Further Education Unit survey which is also nearing completion. Sadly, said conference delegates, both were generated largely as a gut reaction to the Audit Commission report which, they argued, was out to look for greater efficiency in further education.

Open College funding fear

Management staff at the Open College are "extremely concerned" that its television-aided mass programme of adult education will be seriously underfunded in the initial stages.

Government thinking is for a capital grant of around £5 million – but initial needs are more likely to be in the region of £12 million if the scheme is to meet the training needs of the wide target group not currently attracted to further education.

The benefits of the college would be greater than many people appreciated, Mr David Grugeon, its director of student services, told the meeting.

Many open and distance-learning methods developed for the OC were already being used in flexible programmes of in-service teacher training.

Elements of the work would also fit naturally into the home as people used computers and videos increasingly for self-tuition.

"This, I hope, will also influence what happens in class, particularly in the upper reaches of the secondary school," he said.

But the initial costs of even a modest number of television programmes and well-prepared support materials were high.

The Open College budget announcement would be made later this month, he said. "But we are having quite a strong tussle to convince people in high places that, if we are going to get it off to the right start it needs high capital investment."

Mark Jackson reports on the likely effects a new investigation into copyright will have on schools

Finding an answer to the photocopy puzzle

Help is on the way for teachers worried about the legal risks of photocopying. The two big national curriculum bodies are to launch a thorough investigation into the effects of current copyright arrangements.

A study already carried out by the Further Education Unit has revealed that there is confusion, worry, and considerable dissatisfaction among college staff over the system under which local education authorities now buy a licence which permits restricted photocopying in their establishments.

Now that the Government has postponed the reform of copyright law promised in last year's White Paper, the FEU and the School Curriculum Development Committee have agreed to carry out a joint three-year study into the effects of the licensing arrangements on the curriculum of schools and colleges.

The arrangements operate under an agreement between the local authority associations and the Copyright Licensing Agency, which represents publishers and other copyright owners. The CLA tries to keep tag of the volume of photocopying by getting randomly-selected schools and colleges to record all they copy.

The FEU, whose study was undertaken during the scheme's pilot year, says that there is little doubt that photocopying is on the increase in both schools and colleges, partly because of changes in examinations, types of courses, and the availability of better copies. What nobody knows, says the FEU, is the extent to which copyright law acts as a constraint on teaching, and how far teachers are aware of it.

The study says there is little evidence in some l.e.a.s of any clear policy towards the use of photocopiers as teaching resources.

The licensing agreement was intended to make things easier for teachers by relieving them of the obligation to check every time they copied a document whether they were infringing someone's copyright. But the FEU researchers found that many of them had been unaware that they needed to do this anyway.

Researchers estimate that around four-fifths of the material copied in educational establishments does not infringe copyright. The main benefit which licensing could bring, they say, is to allow teachers to make class-size batches of copies legally, but "unfortunately this benefit is not perceived by many staff who were unaware of transgressing in the past".

Some colleges visited during the study did not even realize that the licensing arrangements existed until they were told by the researchers. Some l.e.a.s had given little guidance on how the scheme was to work and conflicting or erroneous advice appeared to be given by the authorities and the CLA.

Staff were particularly puzzled by restrictions on making batches of copies ahead of class time, and by the rule that they should be destroyed after one use only. They were even more confused about restrictions on the size of the extracts to be copied, and by the discovery that some material was not covered by the licence at all.

The sample recording system, says the FEU, is likely to produce a grossly distorted picture of the total volume of copying, and is thought to involve heavy additional costs – most colleges estimated that they would need an extra clerical assistant.

The FEU takes the view that the actual effect of the scheme has been to cut down the amount of copying of all kinds and in some cases to stop it altogether. The unit says: "There is no doubt that these consequences were not intended by CLA if their aim was to derive additional revenue for rights owners. If the objective, however, was control, not enhanced revenue, the present record-keeping system does little more than act as a source of aggravation to administrative staff.

"There is no evidence to suggest that limitations have been imposed on copying over and above those already existing or those which colleges or l.e.a.s choose to impose from time to time." Only about 2 per cent of the staff interviewed told the FEU that they wanted the scheme to be made permanent.



In touch with joys of reading

London schoolgirls Kelly Walker, aged seven, of Albermarle primary school, and Sultan Arel, aged 10, of Linden Lodge residential school for the visually handicapped (pictured above), share the joys of a story book – thanks to one of two braille initiatives launched at the Royal National Institute for the Blind earlier this week.

As part of a pilot project called Clear Vision that has been jointly developed by the RNIB and Linden Lodge, transparent plastic sheets punched with braille have been interwoven into ordinary colourful reading books.

The idea is to enable visually handicapped and sighted children and their families to read together and to help blind parents tell stories to their sighted youngsters.

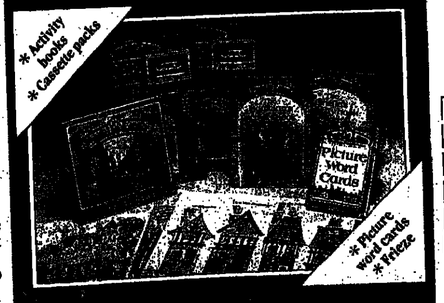
The series, which will now be evaluated in special and mainstream schools and peripatetic services all over the country, provides for four levels of proficiency in braille reading. The 48 titles include *Mog the Forgetful Cat*, *Bees Make Honey* and *There's a Hippopotamus on our Roof Eating Cake*.

An information pack, which includes a teachers' handbook in print, braille or both, is available, price £14.95, from Books and Magazines (Sales), RNIB, 224 Great Portland Street, London W1N 6AA.

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PRIMARY

Sarah Bayliss reports from the National Association for Primary Education's conference on the theme 'Plowden 20 years on'

Looking back at active learning

The Plowden Report of 1967 had been cautious in endorsing progressive learning methods, but its advice went unheeded and some teachers "threw the baby out with the bath water", its author admitted.

Lady Plowden expressed sorrow and disillusionment that some young teachers "resolutely did not make their children learn multiplication tables, nor the alphabet, nor in the latter stages of primary was there any structure to history, nor any understanding of punctuation".

Looking back, she wished the reports' warning about informal ways of learning had been written in large capital letters. While the committee wanted to see child-centred, active learning spread, it had written: "We certainly do not deny the value of learning by description or the practice of skills and consolidation of knowledge."

Furthermore, it observed: "Even as children differ, so do teachers. They must select those of our suggestions which their knowledge and skill enable them to put into practice in the circumstances of their own schools."

Lady Plowden addressed the 350-strong conference at Oxford Polytechnic on Saturday. In retrospect, she realized the report could not have come out at a worse time. The birth-rate was increasing rapidly, and between 1960 and 1967 the teacher training colleges had doubled their student places.

But the teacher trainers were mostly orientated towards a secondary school style of teaching, "for they were all graduates".

With some notable exceptions, they had not experienced what it was like to work with children in this new way. "So the difficulties of the newly-qualified teachers, with the high turnover which there was, entering overcrowded infant and junior schools, militated against an understanding of what was and was not possible."

Schools had been desperate for teachers: one she visited had used 28 supply teachers in one term. "No wonder there were shortcomings and misinterpretations."

In describing child-centred learning, the Plowden Committee was not inventing something; it had simply observed a few schools working well and wanted other schools to be influenced. So the report had endorsed "the trend towards individual and active learning and learning by acquaintance".

In her innocence, she had assumed that the "powers that be" would give their blessing to what the report described and start a coherent "massive movement" towards it.

In the event, the Department of Education and Science had done nothing; there were some debates in Parliament and eventually the Central Advisory Council which had carried out the study was abolished.

Teachers had shown more enthusiasm for what Plowden described – "that children could be creative, could handle worthwhile books and materials, could be involved in their own learning".

The warmth of the teachers' reception, and some misguided responses, was followed by a backlash – a spate of right-wing Black Papers, a book by Neville Bennett which claimed traditional teaching was the most effective method, and the William Tyndale affair "used as an example to prove that child-centred education turned into chaos".

Referring to recent reports that the Government wants to reintroduce tests for pupils at ages 7, 9 and 11, she said: "Tests must be kept as the servants of the teachers and not as their masters. We have all known the trauma of the 11-plus failures."

The Plowden Report had also commended a strong relationship between school and community, a field which has seen "active progress". The parents' role in school life was now accepted.

However, she recalled teachers' "horrified outcry" to the recommendation that unqualified teacher "aides" be employed to work in schools. Today, parents were assisting in the classroom and to most of the children present they were simply helpful adults.

"I think that it still remains hard for teachers to treat parents as their equals – actually they are more important than teachers."

The report had recommended an expansion of nursery education to offer places to all who wanted them, but Lady Plowden had come round to the view that nurseries didn't offer enough in terms of involving parents, especially mothers, in their young children's learning.

A member of the committee, Mrs Moyra Bannister, with young children herself, had written a note of reservation about the "loneliness and boredom" of mothers and the solutions offered by playgroups, which Lady Plowden now endorsed.

One of the most important recommendations, for the creation of educational priority areas, had not survived the test of time but the problems of inner cities remained. The report had said parents and schools must have constant communication if the aims of schools were to be understood.

She feared this had not happened, adding: "Possibly the primary schools of 20 years ago, as well as the secondary schools, must bear some responsibility for the problems which exist today in some inner city areas."

Being a teacher in 1987 was more demanding than 20 years ago, and the "unhappiness and bitterness" of the past two years couldn't have been imagined in Plowden days.

She hoped this was history and that young people would "feel again the devotion to teaching, particularly primary teaching, which has always existed".



Carmen Preda

'It still remains hard for teachers to treat parents as their equals – actually they are more important than teachers'

– LADY PLOWDEN

Parents speak out for right to know

Teachers ignore at their peril the current debate about standards, and they must find ways of explaining children's progress to parents. Otherwise, they will witness increased disenchantment and more parents opting out of state education.

The warning came from a parents' forum to examine the relevance of the Plowden Report, which 20 years ago advocated a partnership between teachers and parents.

Mrs Sue Wilkinson, a parent governor from Oxfordshire with two children aged four and seven, said teachers should make one of their strengths the ability to communicate to parents their objectives for children. "Standards," she added, "are not necessarily a dirty word."

Denying that she wanted a return to formal testing of the 11-plus variety, Mrs Wilkinson said: "It's nothing to do with testing. It's knowing that someone else is recognizing the strengths and weaknesses of your children and is aware of the progress that they're making."

Questioned about her use of the word "standards" she said: "Whatever you call it, parents want to know what's going on – what objectives teachers have in mind and whether these objectives are being met."

Parents were opting out of the state system because they were worried that they didn't understand their children's education or what they were achieving.

Mr Michael Armstrong, head of Harwell primary school in Oxfordshire, referred to recent pronouncements from the Education Secretary: "The talk of bench-marks is, frankly, puerile. It conveys to me the scratching on desks that children do because they are bored stiff with their lessons. We've really got to challenge that sort of concept of standards".

● The post-Plowden years have been "wasted time", with teachers failing to recognize the potential of an emergent relationship with parents and allowing politicians to step in and take over, Mr Leonard Marsh, principal of Bishop Grosseteste College, Lincoln, told the conference.

Centralism in education was now rampant and the enthusiasm of all "three or four" political parties. "It's very difficult to put a cigarette paper between the centralist tendencies of one party and those of another," he said.

Why tasks matter more

"Equality" and "community" were key words in the Plowden Report, Professor A H Halsey says in a new *Oxford Review of Education* devoted to "Plowden Twenty Years On."

Informal, child-centred practice has survived only partly the test of 20 years' educational research. Dr Kathy Sylva, fellow of Jesus College, Oxford, comments in an introduction with Professor Halsey, fellow of Nuffield College.

Research has shown that formal or traditional teaching appears to be associated with "slightly increased learning gains in mathematics and language". On the other hand, "there may be gains in the affective domain from informal approaches".

Whether teachers operate in a so-called "progressive" or "traditional" mode is largely irrelevant, according to Professor Neville Bennett, of Exeter University. What may matter more are the tasks set for children, their motivation to learn, and whether their needs have been diagnosed.

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NEWS

parents GOVERNORS

At a time when the Government is devolving power beyond the staffroom, *TES* staff look at two ways in which parents and governors can improve their understanding of and contribution to the education system

In search of friendly groups

Smaller parent-teacher associations, based on individual classes in secondary schools, could help to overcome alienation and apathy among parents, according to new research.

A study of parental attitudes at a North Yorkshire comprehensive school has discovered that parents are often shocked by the change in home-school relationships when their children move up from primary level.

Too often relations between teachers and parents are distant, sometimes non-existent. Many parents are intimidated by the size of comprehensives, and attempts to overcome such fears by staff are considered too general and impersonal.

The research, carried out in an un-named school by Mr Jim Smith, head of another North Yorkshire comprehensive, the Allertonshire school, Northallerton, concludes that the relationship between form tutors and the parents of children in his or her care needs more emphasis.

Tutors should stay in charge of the same tutor group for more than one year to allow stronger relationships to develop. Parents should be given the chance to meet the tutor before children transfer from primary school.

The main recommendation is a response to criticism of large PTAs – often associated with comprehensives. Mr Smith discovered the school's PTA had a somewhat limited appeal with parents of first-year children. A more positive way of drawing parental support would be to sub-divide the PTA into "tutor group units". These should enable parents to discuss issues more directly related to their children. It would also encourage parents to share their problems and give mutual support.

The research, which sets out a large number of other recommendations affecting parents with children at secondary school, is contained in a booklet published by the Home and School Council – an offshoot of the National Confederation of Parent Teachers' Associations.

It supports previous research carried out by various organizations, including the Inner London Education Authority Hargreaves Report published in 1984, *Improving Secondary Schools*.

A second booklet has also been reissued by the Home and School Council. *Parent Teacher Relations in Secondary Schools*, by Arthur Lingard and John Allard.

Transferring to Secondary School, by Jim Smith, and *Parent Teacher Relations in Secondary Schools* are available from Home and School Council Publications, through the Parents' Bookshop, 43 Stonebridge Road, Northfleet, Gravesend, Kent.

Jeremy Sutcliffe



Laurie Sparham/Network

Parent power: forging closer home-school links

Asking Whitehall for some AGIT prop

Groups backing a national information and advice centre for school governors have turned to the Government for financial help.

A big educational charity has already shown an interest in supporting the £50,000-a-year project, and local authorities are being invited to contribute between £500 and £2,000.

Work has started at the Community Education Development Centre in Coventry, while the Open University at Milton Keynes will be involved in producing special materials once AGIT – Action for Governors' Information and Training – is fully off the ground.

The consortium behind the centre includes the National Consumer Council, the Campaign for the Advancement of State Education, the National Association of Governors and Managers, the National Confederation of Parent Teacher Associations, and local authority associations.

The priority is to encourage good practice by spreading the lessons of local initiatives. The Government is already backing 10 pilot projects on courses for initial training of school governors, providing 70 per cent of their total £104,000-a-year cost.

But other support for governors varies across the country, and consortium leaders are to meet the education junior minister, Mr Bob Dunn, about helping their centre "plant the seeds" for further work.

Meanwhile, the Secondary Heads Association is approaching other educational groups to help draw up guidelines for annual reports and parents' meetings that are required under last year's Education Act.

The NAGM is reminding members that writing annual reports for parents should not be the responsibility of the head, although it is worried about lack of clerical help from some local authorities. Volunteers will be needed to translate material for people from ethnic minorities and the costs to schools may mean fewer books and less equipment, the NAGM warns.

Heads fear that annual meetings may become, in a small minority of cases, slanging matches, with staff or the local authority having little opportunity to counter accusations from parents.

James Meikle

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TES staff report on the last attempt to stop the Teachers' Pay and Conditions Bill reaching the statute-book. Opposite, they analyse the Education Secretary's new pay package and the reaction to it

Drenched but defiant to the very last

The Teachers' Pay and Conditions Bill left the House of Commons for the statute-book in much the same robust shape as it entered the Chamber before Christmas.

Fifty hours of debate in both Houses brought only marginal alterations and there was never a sign of revolt against the Government by Conservative backbenchers.

This was all very disappointing for the hundreds of teachers who went to Westminster to lobby their MPs before the final canter towards an Act that abolishes their Burnham pay machinery and opens the way for ministerial imposition of salaries, career structure and conditions, albeit with the help of an advisory committee in 1988 and 1989.

Many of the protesters were on half-term holiday, and had queued without murmur in the rain to enter the Commons after a joint union rally.

Those that actually watched the last debate from the public gallery will have noted that only about three dozen MPs actually attended, even though 10 times that number answered the division bell to give the Government a 220 to 155 majority in the one contested vote.

Tory backbencher Mr David Crouch (Canterbury) had obviously listened hard to teachers from Kent, however. He realized that the fear that the Government was making permanent arrangements was "like a red rag to a bull" to the moderate teachers in his constituency. "They told me it had unified teacher unions against the Bill, not because of any proposed pay settlement, but because they felt the Secretary of State appears to be taking draconian powers."

He thought more Government assurances that the measures were temporary would calm their anxiety and anger. "It is not in the nature of teachers in my constituency to behave in a disruptive manner. Canterbury is not that kind of place," said Mr Crouch.

"What about Thomas à Becket?" shouted Mr Martin Flannery (Hillsborough) from the Labour benches.

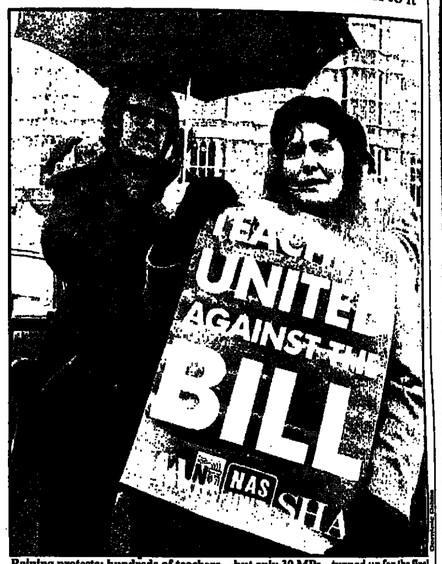
Mr Kenneth Baker, the Education Secretary, however, did not act like a man stabbed in the back and he later gave the necessary assurance again.

Another Tory, Mr Kenneth Hind (Lancashire West), joined Opposition MPs in asking the Government to say whether they intended to make different regional payments to teachers in future.

He called on ministers to allay "genuine anxieties" and give reassurance "to teachers particularly in the provinces that career prospects are going to be at least equal to those in London and the south-east and reassure parents in the regions that good teachers are not going to be attracted by higher salaries in other parts of the country".

Mr Bob Dunn, the education junior minister, said the Government had "no immediate radical proposals", but possibilities must be kept open.

Opposition parties revived briefly their plans for new negotiating machinery (Labour a national joint council, Alliance a review body). This did little to ruffle the relaxed confidence of Mr Baker, who spent much of the debate lounging with his feet on the table by the dispatch box.



Raining protests: hundreds of teachers – but only 30 MPs – turned up for the final debate on the Bill

The teacher unions have demonstrated a rare unity against the loss of negotiating rights

There had been Baker-bashing too, from teacher union leaders at the rally in Westminster Hall in the morning, where the National Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers, Assistant Masters and Mistresses Association and Secondary Heads Association, demonstrated a rare unity against the loss of negotiating rights.

But some of the most enthusiastic clapping came when Mr Fred Jarvis, general secretary of the NUT, regretted the absence of the Professional Association of Teachers and the National Association of Head Teachers. Those two unions are increasingly seen by other teachers as trying to work hand in glove with the Government against their interests.

Mr Jarvis and Mr Fred Smithies, general secretary of the NAS/UWT, who wound up, gave their traditional steamrolling speeches.

Miss Joyce Baird, general secretary of AMMA, was less forceful in delivery, but the key words were there – "sham", "hypocritical", "monstrous", "outrage".

It had to be a head, Mr Michael Duffy, president of the Secondary Heads Association, who found a Latin tag for the occasion to attack Mr Baker's bad Bill. "Quod principi placuit, legis habet vigorem," he declared: "What pleases the boss has the force of law."

James Meikle



Fred Jarvis of the NUT and Mike Inman of the NAS/UWT: hand in glove as well as hand on head

Don't accept rise–unions told

An Essex geography teacher has urged the profession to take a "moral stand" and refuse to accept salary increases imposed by the Government.

Mr Keith Redfern has suggested that local authorities join "a dramatic and radical protest" by banking the money in special accounts until the enforced settlement is changed.

Mr Redfern, head of geography at Manningtree School, Essex, and a member of the National Union of Teachers, has written to all unions and to the local authority employers outlining his proposal, but has so far received no replies.

"I know this is a wild idea, but I can see no other way of saying 'No – this is wrong', said Mr Redfern, who has taught for 20 years and holds a Scale 3 post.

"Such an action as I have described could unite, for the first time, all teachers as it would be a moral stand that would not affect our pupils' work in any way."

Taking any form of industrial action while accepting the enforced salary increases would be morally wrong and lower teachers' public standing.

Mr Redfern acknowledged his scheme could leave teachers waiting some time for more money. "The best thing would be a change of Government. Any change of Government would bring a situation which was rather better for education as a whole."

An NUT spokesman said the union was considering forms of protest other than strikes and Mr Redfern's scheme would be morally justified.

"But many teachers are struggling on the breadline and the extra money, inadequate and unfairly distributed as it is, will be a lifeline for them." He added that a moral stand would have to be taken by all teachers to be effective.

A Government spokesman said: "This is an interesting idea, but I doubt whether teachers who have waited so long for a deserved pay increase would take it up."



Keith Redfern: wild idea

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Government goes for positive image of deal

Within hours of announcing its new imposed £608 million pay and conditions package for teachers, the Government was busy spending £200,000 on a publicity campaign aimed at winning the hearts and minds of staff for the deal.

However, even if the advertising does not succeed, the deal is almost certain to find its way into teachers' May pay packets.

After a three-week consultation period, all that can hold it up is literally a prayer. Under the provisions of the Teachers' Pay and Conditions Bill, the Opposition parties can lay down a prayer against the package – which has then to lie before Parliament for 21 days. But they cannot stop it.

The new revised package outlined on Monday offers a sweetener to teachers in raising the maximum salary of staff on the Main Professional Grade from the Education Secretary's October figure of £12,700 to £13,300 – in line with the settlement in Scotland.

In addition, it will create £25,000 extra incentive allowances – which will mainly benefit teachers in primary schools at the top of the present Scale 2, who would otherwise have been trapped without promotion prospects.

Department of Education and Science officials were at pains this week to point out that the improvements were a reaction to criticism of the original package – particularly from the non-striking Professional Association of Teachers.

To pay for these improvements, though, Mr Kenneth Baker has slimmed down the five incentive allowances to be paid to teachers from £4,800, £3,800, £2,800, £1,800 and £800, respectively, to £4,200, £3,000, £2,000, £1,000 and £500.

In addition, while the Government has accepted most of the teachers' contract agreed between the unions and local authorities at Acas last autumn, it has held a firmer line on the thorny question of whether staff should cover for absent colleagues.

Mr Baker's deal proposes that teachers should not normally be required to provide cover after another staff member has been absent for three days. However, the proposed contract says this would not apply if "the services of a supply teacher to provide cover for the absent teacher are not available".

However, there is a further sweetener here – of sorts. Mr Baker told the Commons on Monday that he would shortly be initiating discussions about the number of classroom teachers needed and how best they could be used.

These discussions are put forward as an alternative to the agreement in the Acas document for a maximum class size of 33 pupils.

DES officials felt this – and other improvements in working conditions proposed by the Acas document – would put up the cost of the package by £100 million in its first academic year of implementation.

So there are winners and losers from the new Baker package. Another category of winners are special-school teachers, who will receive an allowance of £1,000 as opposed to the £855 held out in the Acas package.

But the salaries outlined for heads and deputies in the October package are unaltered and there is no mention of separate pay deals being struck for heads in future – something which the National Association of Head Teachers has long advocated.

Officials did, however, quickly point out that Mr Baker could direct the interim pay advisory committee to consider this when it first reviews teachers' pay in April 1988.

Basically, the Government package outlines a 16.4 per cent pay deal for teachers which will be introduced in two stages – half backdated to January 1, 1987, and the rest from October 1.

It consists of a single basic salary scale with 11 incremental points on it – ranging from £7,600 to £13,300. The current starting rate is £6,423.

On top of that will be the five incentive allowances. As from October 1, there would be an allowance of £1,000 to all teachers now on Scale 3; of £3,000 to all on Scale 4; and of £4,200 to all senior teachers.

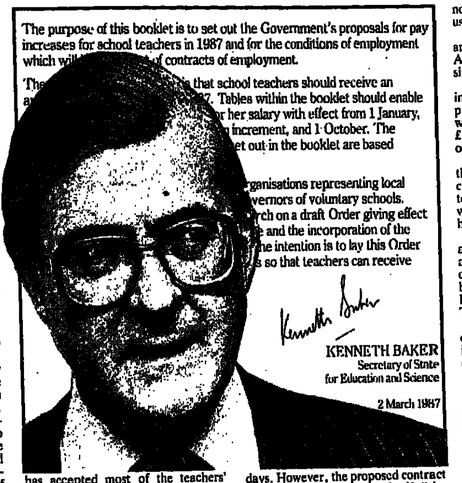
Some 25,000 allowances would be available for teachers selected for promotion from Scales 1 or 2. In all the Government estimates 165,000 teachers would receive an incentive allowance under the deal.

Headteachers' salaries would range from £15,500 to a maximum of £30,500. At present, the headteacher of the largest comprehensive receives £26,259.

In a determined attempt to ensure all teachers understand the nature of the new package, the Government has sent 10 copies of a booklet outlining its package to every secondary school and five to every primary school.

It has also taken out advertising slots in national newspapers and a double-page spread in *The TES* (pages 20 and 21).

Richard Garner



The purpose of this booklet is to set out the Government's proposals for pay increases for school teachers in 1987 and for the conditions of employment which will [illegible] of contracts of employment.

The [illegible] that school teachers should receive an [illegible]87. Tables within the booklet should enable [illegible] her salary with effect from 1 January, [illegible] increment, and 1 October. The [illegible]et out in the booklet are based

[illegible]ganisations representing local [illegible]vernors of voluntary schools.

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KENNETH BAKER
Secretary of State for Education and Science

2 March 1987

The Secretary of State's formula

Mr Baker's often-repeated statement that teachers will have had 25 per cent rises in two years by October 1 is based on compounding:

- **the amounts gained from the end-loading of 1.6 per cent to the 1985 pay agreement;**
- **the 5.5 per cent interim 1986 award – both of these were across-the-board increases;**
- **the two-stage rises, averaging 16.5 per cent in total for January this year and this October, which he is imposing.**

Under Mr Baker's package, teachers get increases which vary widely. For instance, the starting point for a good honours graduate, £8,500 from October, represents a 12.4 per cent increase while the rise for people on the lower senior teacher scales tops 54 per cent.

Threat to employers' unity

Political differences between local authorities may get worse following the imposition of the pay and conditions package by the Education Secretary.

Conservative councils fear they will be labelled union-bashers if they seem to be taking a tougher line than others with staff who fail to carry out the whole string of duties, from covering for absent colleagues to attending parents' meetings or preparing course work.

Legal advisers to the Council of Local Education Authorities and the Local Authorities Conditions of Service Advisory Board are preparing detailed guidance, but decisions on whether to put that into effect will rest with individual authorities.

Assurances from Labour's national spokesmen that all authorities will obey the law have failed to convince some employers, such as those from Solihull or Bexley, that there will be a united effort to ensure peace in the schools – if necessary through legal action.

Mr John Pearman, the Labour leader of the employers' side, said: "We have told the Secretary of State that we will implement the law, however disgraceful we regard it and however problematical it will be. We will look after the interests of the kids, but the law is quite clearly an ass."

Resorting to court action could be unhelpful, creating a field day for lawyers and damaging relationships between employers and staff.

Advice issued by the CLEA last year outlined stiff penalties that could be taken against teachers who either strike or, in the old pre-contract phrase, withdraw goodwill.

The local authorities and three biggest teacher unions continue to attack the imposition as "arrogant", and the new career structure as unworkable.

Mr Peter Smith, the deputy general secretary of the Assistant Masters and Mistresses Association, labelled Mr Baker's package a "cosmetic effort" which failed to take account of falling rolls when shrinking schools would be unable to offer prospects of promotion or access to incentive posts.

The unions are also angered by Mr Baker's decision to demand more cover from teachers than that proposed after long talks at Nottingham and Acas. He wants three-day cover because he does not think there are enough teachers to meet the negotiated arrangements of two days in secondary schools and one day at primary level.

There will be some pressure from unions on local authorities to stick to the principles of the Nottingham/Acas pact where they can find teachers.

The Secondary Heads Association, which has opposed imposition and believes the Government has introduced too many tiers of responsibility, welcomed the clearer definition of duties for teachers, while seeking to ensure that the workload was not unfair to its own members.

Mr Peter Snape, the SHA's general secretary said: "We hope the contract will work, and that teachers will accept it. Our members will try to implement it as thoughtfully and constructively as possible."

The National Association of Head Teachers also welcomed the better management arrangements that should exist in schools if teachers did not take industrial action.

But Mr Nigel de Gruchy, the deputy general secretary of the National Association of Schoolmaster/Union of Women Teachers, said: "Mr Baker portrays a sickening hypocrisy. He grabs the Acas contract but dismisses the Acas pay settlement. He preaches the need of consensus but rejects the overwhelming majority view to continue negotiating machinery."

And Mr Fred Jarvis, the general secretary of the National Union of Teachers, said: "A large majority of teachers will be worse off under this package than they would have been under our agreement."

The Professional Association of Teachers is delighted that the Government has increased money at the top of the Main Professional Grade to reward those at present holding posts at the top of Scale 2.

Employers are to invite unions to make a joint response with them to the latest Government package. This may provide the first step in setting up a forum under which agreement can be reached in future submissions to the advisory committee that will help the Government settle pay and conditions for teachers in 1988 and 1989 at least.

James Meikle

Incentive allowance allocations

Shown here are approximate numbers of teachers with incentive allowances in ordinary schools in October 1987 and in September 1990. Progression from one to the other would be by three equal steps at September 1988, September 1989 and September 1990.

PRIMARY

Allowance (£)	October 1987	September 1990
2,000	—	4,000
1,000	16,000	17,000
500	14,000	34,000
Total	30,000	55,000

SECONDARY

Allowance (£)	October 1987	September 1990
4,200	6,500	11,000
3,000	28,000	24,000
2,000	—	24,000
1,000	53,000	24,000
500	11,00	27,000
Total	99,000	110,000
Grand totals	129,000	165,000

In special schools there are about 1,500 teachers on Scale 3(S) or the Senior Teacher Scale. The available resources would allow by 1990 a further 1,500 promotions, from the £1,000 basic special school allowance to the £2,000 allowance, or from £2,000 to £3,000 or through to £4,200.

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Halal meat on menu

Hundreds of schoolchildren in Rochdale, Lancashire, have been served with ritually slaughtered meat – despite furious protests.

Sixteen schools had the *halal* food – killed according to Muslim teaching – on their menus for the first time last week. Only two primary schools had offered the meat to children in the past, but now schools with 50 or more Asian pupils will be serving it.

The move has been ordered despite objections from the Royal Society for the Prevention of Cruelty to Animals, meal supervisors and councillors.

Protesters say that ritual slaughtering by slitting the animal's throat is cruel and causes unnecessary suffering. They argue animals should be stunned first with an electric shock.

Others have protested that Muslim children are being treated differently from their white classmates and that it will not help racial harmony.

But education chiefs forecast that more pupils will now stay at lunchtime for school dinners, bringing a boost in the pay packets of meal staff.

Ms Mary Moffat, the education committee chairman, said: "We have a large number of Asian children in our schools who have been offered a limited choice of vegetarian or fish dishes or bringing sandwiches.

"Now there will be an extra choice for all children, not just Muslims."



Brian Shuel

String along

Pupils from the John Ray School in Braintree, Essex, are shown above following the lead of violinists from the London Mozart Players.

The performance at Braintree College of FE marked the county launch of the School Curriculum Development Committee's Arts in Schools project.

Among the 150 Essex schoolchildren who took part were three youngsters with learning difficulties from a special school in Bocking, near Braintree.

Anglican bishop draws back from joint school plan

by Bert Lodge

Plans for a joint Roman Catholic–Church of England secondary school in Norfolk have collapsed following second thoughts among Anglicans.

The Bishop of Norwich, the Rt Rev Peter Nott, has announced that he could no longer support the establishment of a joint church school in Gorleston, Great Yarmouth. "Divisions in the local community" over the proposals were too strong, he said.

The shock announcement after the plan had been agreed by the Norwich Diocesan Synod has dismayed local Catholics. Father Gary Dowsey, press officer to the Catholic diocese of East Anglia, said they had received the news with "the greatest regret. It will be seen by many local people as a set-back on our path to unity in this area of Norfolk."

Five voluntary-aided secondary schools shared by Catholics and Anglicans have already been established, helping to right the imbalance between the number of C of E primary schools served by disproportionately few secondary schools. The latest plan would have used the sites of the existing St Edmund's RC school and the neighbouring Cliff Park county school due for closure.

"We had even got so far as drafting section 12 and 13 notices announcing change of use," Mr Michael Power, deputy secretary of the Catholic Education Council and a member of the working party, said this week.

In a statement, the Bishop said that experience in other areas of the country showed that a strong and clear commitment from the local community, including parents and teachers, was necessary for such a project to succeed. "In my judgement it would not be right to proceed at the present time."

Father Dowsey said he thought strong opposition from the Cliff Park parent teacher association had been an important factor in the Anglican bishop's decision. "A lot of other locals perhaps fear that the new school might cream off the best pupils from other areas."

Joint RC-Anglican schools are already functioning successfully in Ealing, Harrogate, Taunton, Redhill and Torquay.

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Judith Hunt, Addington High School, Croydon.



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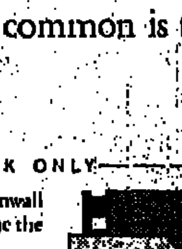
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Special needs award to MP

Mr Tom Clarke, the Scottish MP whose Private Member's Bill to improve co-ordination of services for disabled people became law last summer, last week received one of four international awards from the Ravenswood Foundation, the Jewish society for the mentally handicapped.

The 1986 Disabled Persons (Services, Consultation and Representation) Act includes measures to improve liaison between education and social services departments over children leaving special education.

The awards, worth a total of £3,000, were also presented to Dr Chris Oliver of Hilda Lewis House in London, who has been researching self-injurious behaviour in handicapped children and adults; Dr Jean Elder, the acting assistant secretary for Human Development Services in Washington, United States; and Dr Avi Ramot, the director of the Jerusalem Elwyn Institutes, which sets up family-style homes for the severely retarded in Israel.

The awards, now in their second year, came at the end of a two-day international symposium on self-injurious and unacceptable behaviour held in London and organized by Professor Stanley Segal, the former principal of the Ravenswood village, Berkshire, which caters for 175 mentally handicapped adults and children.

Small schools defended

Mr Stuart Sexton, adviser to Sir Keith Joseph when he was Education Secretary, has accused a local education authority of "muddle and misunderstanding" for adopting a Department of Education and Science circular on the closure of small schools as a statement of policy.

Mr Sexton, who is education officer of the Institute of Economic Affairs, was addressing an Ipswich public meeting of more than 700 people who attended to give support to schools with fewer than three teachers which have been threatened with closure.

In a spirited defence of the small school, Mr John Selwyn Gummer, MP for the Suffolk Coastal constituency and chairman of the Suffolk Small Schools Association, said that closure should be the last option rather than the first and, if it was at the end agreed that closure should take place, then the moves should be to other village schools rather than to the towns.

He thought it important that children should have the right to the security of being near to home.

Mrs Molly Stiles, co-ordinator of the National Association of Small Schools, pointed out that during the tenure of Conservative rule small schools had closed at an alarming rate, between 800 and 900, compared with the 500 during the 10 years before the Thatcher era. Mrs Stiles claimed that cash savings from these closures were illusory.

IN BRIEF

Books inquiry

The National Union of Teachers and the British Educational Equipment Association are mounting a joint survey into the state of books and equipment in 2,800 schools or 10 per cent of all schools in England and Wales. Early results are expected by the end of next month.

New poly head

Mr Leslie Wagner has been appointed director of the Polytechnic of North London to replace Dr John Beishon, who was brought in as acting director in 1985 in response to demonstrations over the presence of a National Front student. Dr Beishon is leaving to become director of the Consumers' Association. Mr Wagner, aged 43, is deputy secretary of the National Advisory Body for Public Sector Higher Education.

TVEI delayed

Essex County Council agreed to put off the extension of its Technical and Vocational Education Initiative for one year, after the Manpower Services Commission said its plans were too ambitious to start this September.

In-service backing

At least £18 million will be spent on 250 in-service college teacher training courses in subjects ranging from agriculture and construction to engineering and management through the Department of Education and Science PICKUP updating skills programme.

Total spending by local education authorities will include £9.2 million for in-service training, £3 million for updating courses for teachers in non-advanced further education and £5 million on training related to industry. A further £3.9 million could be available for training in micro-electronics.

History network

Two London teachers have set up a network called "Controversial Women" aimed at helping teachers produce and find anti-sexist and anti-racist resources for history lessons. Details from Paula Bartley, Notre Dame School, St Georges Road, London SE1 or from Hilary Bourdillon, Southfields School, 33 Merton Road, London SW18.

Language study

Thirty modern languages teachers from Croydon are to visit the Centre International D'Études Pedagogiques near Paris to pick up on the latest methods of language teaching, collect material, and tape interviews with French people in schools, factories and shops for pupils' listening exercises.

Arctic journey

Twelve pupils and four teachers from Clifton College, Bristol, will embark on what they believe to be the most northerly expedition ever mounted by a British school, this summer. They will travel to Svalbard – just 700 miles from the North Pole – to do research in biology, geography and botany.

Work exchange

College students and workers in the North West will swap places for short periods in a one-year pilot project funded by the Department of Education and Science PICKUP scheme to update the skills of adults to provide students with work experience and employees with college training. It follows a survey of 66 companies which showed that the loss of staff rather than the cost of release was the barrier to in-service training. National recommendations will follow the pilot.

Mountain goal

Twelve youngsters from the Queen Elizabeth High School, Hexham, Northumberland, are looking for sponsors to help them raise about £15,000 for a month-long expedition to Nepal in December. The pupils are training in campcraft, snow and ice skills, navigation and survival to prepare for a trek to Everest base camp and the climbing of a 5,600-metre mountain.

Jeremy Sutcliffe reports on how the problems of school-aged drinkers have been largely overlooked as the spotlight has turned on Aids and heroin addiction

Sinking in a sea of drink

While the Government and society at large turn their attention to the perils of heroin and Aids – symbolized on television by a grim iceberg-of-death – thousands of young drinkers are heading for a less sensational but nevertheless disastrous "shipwreck".

Drunkenness among school-aged teenagers is increasing alarmingly and there is now evidence that alcohol encourages youngsters to turn to drugs – but there is comparatively little recognition of the dangers.

Last week a symposium in London on Alcohol and Young People aired the growing concern among leading researchers in the fields of alcohol and related drug abuse, and health education. All the signs are that drunkenness, and the effects of alcohol on health and social behaviour, pose an even bigger challenge to schools than either Aids or heroin.

The full horror of the problem is revealed in a report, *Adolescent Drinking*, commissioned by the Department of Health and Social Security. It was prepared by the Office of Population Censuses and Surveys during 1983/84 but was only released recently.

The report shows under-21s now account for 1 in 4 drunkenness cases – compared with 1 in 12 in the 1950s. About 1 in 15 drinkers is under-age, compared with 1 in 100 three decades ago.

For the first time this century, 16-year-olds are more at risk from drunkenness than people aged 30 to 60.

Reported cases of drunkenness among teenagers continue to grow, while there is a decrease among other age groups.

Between 1982 and 1985 the number of offences and cautions due to drink among 14-year-olds increased 138 per cent (from 94 to 224 per 100,000 of the population); among 15-year-olds by 63 per cent; and among 16-year-olds by 47 per cent.

"Such evidence should shake both parents and Government from their complacency about the dangers of alcohol abuse, and the figures merely represent the tip of the iceberg," warned Mr Derek Rutherford, director of the Institute of Alcohol Studies. "Clearly, under-age drinking is rampant and if not seriously tackled will be completely out of hand by the end of the decade."

The report confirms that more adolescents misuse alcohol than all other drugs combined. By the age of 13 more than three out of four children had experienced alcohol.

Among 15-year-olds, 52 per cent of boys and 37 per cent of girls say they drink weekly. Almost one in ten boys at 17 say they drink almost every day.

Fresh evidence from drug abuse field workers suggests that the more young people turn to drink, the more likely they are to become drug addicts in later life.

Mr Andrew Fraser and Ms Kathy Felton, of the Brighton Drug Advice and Information Unit, examined profiles of 400 registered drug users and discovered that more than seven out of ten suffered problems which on reassessment were at least partly due to alcohol. They concluded that alcohol played a major role in them turning to drugs.

Such grassroots evidence is yet to be supported by full-scale statistical research, but Mr Rutherford believes the Government should take notice. "It is like hunches that classroom teachers have – long before the statisticians come along and prove it."

Compared to the Government-initiated "Heroin screws you up" and Aids campaigns, and the notable successes of the anti-smoking drive, little has been done to raise consciousness about the dangers of alcohol.

Mr Anders Hansen, of Leicester University's Centre for Mass Communication Research, told the symposium that television had failed to make young people aware of the dangers of drinking. Instead, it depicted alcohol consumption as pleasant and unproblematic.



Under the table: 1 in 15 drinkers is under-age

A survey of 40 per cent of lower sixth-formers in Sunderland, carried out by Mr Christopher Laydon, of the local health authority, discovered that girls responded positively to health education courses on alcohol by cutting down on drinking. Boys, however, did not respond.

The survey also showed that more than nine out of ten 17-year-olds consumed the equivalent of more than three pints of beer a week, predominantly in public houses at weekends – yet another indication of the extent of under-age drinking.

Researchers and field workers agree that more needs to be done – through schools and television – to turn back the tide of drunkenness. One initiative that may help is being spearheaded by Mr Trefor Williams, director of Southampton University's health education unit. Workshops for teachers, each lasting about one hour, have been held around the country to discuss key areas of health education. The aim is to help staff draw up their own health education syllabus. In addition, 25 teacher's training colleges and university departments are experimenting with health education courses – one in four in England and Wales. Several other initiatives are also being developed.

Effects of teenage drinking

		13 years B	13 years G	14 years B	14 years G	15 years B	15 years G	16 years B	16 years G	17 years B	17 years G
Been sick in last year	%	19	7	27	25	33	35	33	30	49	13
Fallen over	%	28	17	33	19	49	39	15	13	29	11
Unable to go to school	%	15	4	12	16	17	15	9	8	8	9
Got into argument or fight	%	15	4	17	16	27	21	19	10	18	13
Broke things	%	13	4	15	8	19	8	6	3	14	1
Upset parents	%	19	13	16	23	20	18	12	10	28	11
Noticed by police	%	4	0	7	8	12	5	9	2	13	1

This table, which was based on a survey of 2,519 in the 13–17 age-group, is taken from the OPCS study, *Adolescent Drinking*

Pupils get alcohol abuse warning from psychologists

by Iola Smith

Psychologists from Edinburgh University have devised an education pack which they hope will prevent teenagers from drinking too much when they get older.

Pupils in Dyfed, Berkshire and the Highlands of Scotland will take part in a programme specially designed by the university's alcohol prevention in schools unit.

The pack will be an essential ingredient of the programme which intends to warn youngsters of the dangers of excess drinking.

They will be taught how alcohol affects the body, distorts judgement and co-ordination and changes behaviour. And they will be asked to write the ending for a story in which a teenager is being urged to pour drinks for his friends.

But the pack will not be all doom and gloom. Pupils will look at the way in which newspapers editorialize about heavy drinking while printing adverts from the brewing companies.

The programme will be monitored by the psychologists; if it proves effective, they will urge its use in more schools.

Dyfed education authority has already launched a programme to reduce under-age drinking.

Cutting costs while keeping warm

by Geraldine Hackett

Energy saving can cut school fuel bills, but it can also be a risky business. Sensors that automatically switch out lights when silence falls can leave exam classes in the dark, and schools with small windows to reduce heat loss have a high electricity bill because of the reduction in natural light.

But according to Mr Rod Youlton, the regional energy efficiency officer in the south-west, gains in energy savings outweigh losses. Schools could cut as much as 20 per cent off their fuel bills, he told an energy efficiency seminar in Bristol.

He told a Department of Energy seminar in Bristol: "Schools could easily save 10 per cent by good housekeeping, and a further 10 per cent with a reasonable investment."

A practical example was provided by Mr Austin Reid who was appointed energy manager for Leicestershire County Council in 1980. The authority has reduced its school fuel costs by £4 million. The savings in the last financial year amounted to £1 million.

The education authority has saved money by installing electric storage radiators which run on cheap price electricity. The initial investment of £10,000 has saved £100,000. Mr Reid has encouraged schools to take part in monitoring the cost of their own fuel systems and an energy working group has been set up which brings together advisers, heads and caretakers.

"It is a question of providing information and getting people involved. When we checked heating time-switches, 60 per cent of them were not set correctly," he said.

Dr Alan Hildon, an architectural consultant with Databuild, described the design of Sutton Coldfield Deanery first and middle school in Birmingham. It was one of the first energy-saving schools when it was built 10 years ago.

The cost-saving measures added 10 per cent to the total building cost and fuel bills are now 20 per cent lower than in comparable schools. The measures mean the school uses half as much gas as similar schools, but more electricity than was expected. The smaller windows reduce natural lighting, so lights are on all day.

Energy saving in older schools was illustrated by Dr John Cond, a project officer with the Building Research Energy Conservation Research Unit. At Hither Green primary school in south-east London, gas consumption was reduced by 40 per cent and electricity bills cut by 20 per cent.

The Department provides advice to schools on energy-saving and grants of up to 50 per cent of the cost of energy surveys.

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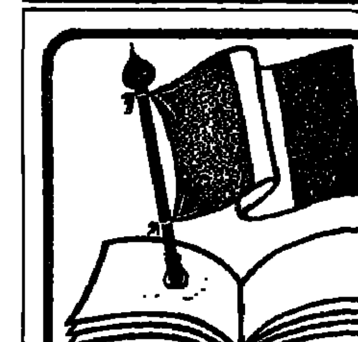
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Kenneth Baker wants to introduce a national curriculum, on lines inspired by Napoleon or Bismarck. Anne Corbett and Pascale Gruson look at the how, what and why of the French model and suggest that it is inseparable from the country's convictions about equality and democracy

Distinctive taste with a national label

When I recently interviewed M. Jean Chevènement, the Minister of Education in the French Socialist government of July 1984–March 1986, for *New Socialist*, he used a memorable metaphor to describe immutable differences in national traditions. "You can't turn a leek into an apple tree. The leek has to be a good one. Then you can make good leek soup out of it. Or the apple tree has to give good fruit, so it can be used for apple charlotte."

But we do eat much the same food. The French and British systems have had to adjust to exactly the same economic and social trends over the past 30 years. The hopes in the years of plenty, and the despair in the years of crisis, have been expressed in broadly the same movements at the same time, as Pascale Gruson's article here makes clear.

If national responses, sanctioned by national history and particular cultural traditions, are different, they still tell us about choice. As Britain debates the issue of a nationally-defined curriculum, it is as important to understand why some of our European neighbours believe in such a system, as how they operate it.

I have been asking people with varied responsibilities in the French education system about the country's curricular programmes. What do they consist of and how are they defined? Is it important to the French that these programmes should have the national label?

Many of the answers come packaged with a chauvinist assumption of uniqueness: "France being a democratic country" and "France's history making it natural to hold education in respect" and so on. But discount the diplomatic "aggro", and it is clear that there are options which could equally be part of the current British debate. They are not however, necessarily the ones that Mr Baker's references to Napoleon and Bismarck might lead one to suppose.

For indistinguishable from the fact of the nationally-defined French programmes is their philosophy. They are not simply a form of control. They are the expression of a tough definition of equality of educational opportunity which, if introduced into Britain, would launch a cultural revolution. The French definition of equality of educational opportunity relates that equality to content: equality of access to the same culture, the same knowledge and the same civic values.

This is what the public sector schools in France are charged to transmit; and most of the private sector chooses to. It is part of the national consensus that education is a birthright, not a market product.

So, unlike the British definition of equality of opportunity which in practice sets such a high value on what education does for the individual, the French definition sees education and the health of society as entwined. The state assumes the responsibility for transmitting a defined body of knowledge, the individual has freedom of belief. "The school teaches, the family educates," as the French formula has it.

There is a second distinctive characteristic to French thinking about the curriculum. Far from being hysterical about political differences of objectives – an apparent source of despair in Britain – those involved accept conflict as the proper functioning of a democracy. Institutions are expected to be strong enough to contain it.

***So public controversy is not dominated so much* by alarmist stories in the popular press or by the activities of assiduous witch-hunters, as by the assumption that the nation as a whole wants a strong and effective public system: which is the best way of getting there? "Our only natural resources are our brains" is another much-used French formula.**

I understand why so many voices in *The TES* have been raised against the introduction of formal national curriculum programmes. I nevertheless believe that nationally-defined syllabuses and programme objectives could also offer new hope.

At the least, the debate calls into question an uncritical acceptance of our history, by which Mr Baker's ancestors in the Conservative Party allowed private interests proposing so-called "public schools" to take charge of the education of the English élite, and confirmed that the Anglican church should take charge of all English souls. It always amazes the French to learn that Christian religious teaching is the one obligatory element of the public sector curriculum.

At best, the debate offers everyone interested the incentive to redefine, in practical terms, equality of educational opportunity.

Anne Corbett is an education journalist at present living in France.



Socialist grand architect: Chevènement

Why history can never be debunked

The French are masters of the *piston* – string-pulling – and assiduous in their use of public insitutions. In 1975 when M. Valéry Giscard d'Estaing's minister of education, M. René Haby, tried to cut philosophy out of the non-literary *baccalauréats* (university entrance exam), and down-graded history, almost every intellectual in the country took up arms.

Haby quickly conceded on philosophy. But the historians' battle remains an example of how conflicts in values are resolved. The 1975 history and geography programmes were not only – as Pascale Gruson's article describes – more difficult. They were also given less time on the timetable – which implied fewer jobs – and they ceased to be compulsory elements for a number of public service examinations.

But in the controversy which followed there was no serious suggestion that the history teachers were acting irresponsibly out of self-interest. Rather they were seen as part of a battle between two sorts of society: a modernist, utilitarian version uncaring about France's past and a society welded by the values that come from having a sense of the relativity of time and space and the nation's place in the world.

Within days there were 24,000 signatories to a petition to the President – including Giscard's father, many internationally-known French historians, a presenter of popular television history programmes, and major politicians from both right and left.

There were general assemblies at the Sorbonne, articles in *Le Monde*. A report on the state of history teaching and children's historical knowledge was commissioned from the historian René Girault. "A people which loses it memory loses it identity," said Mitterrand in horror when he read it.

He and the Prime Minister both addressed a conference on history teachers in 1984 to encourage the work of a curriculum commission. History was back in the primary and technical school programmes, restored and reinvigorated in the secondary school, and [illegible] some food for thought.

A mirror image for democracy

It ought to be a matter of national pride for the French that the model of their secondary education system is providing a basis for discussions in Britain.

We might even be vain enough to think that this success was only to be expected. French *lycées* (upper secondary school), despite their difficulties in coping with ever-growing demands, have always been willing to guarantee excellence and to associate this excellence with their democratic responsibility.

Nevertheless, playing with models is no easy matter. If you keep to the rules, you have to admit that your mirror-image is not always what you expect it to be – particularly when it comes to the area which has attracted the attention of British specialists, including Mr Kenneth Baker: the existence of national syllabuses which specify the minimum content of both the main curriculum and optional courses for all secondary schools.

The concept of national syllabuses was part of the development of the state education system. During the French Revolution, it was a subject of heated discussion, but the problem remained unsolved. It was formulated in precise terms under the First Empire. The state schools were to provide all pupils who so wished with the knowledge which would enable them to attend classes in the scientific and technical *grande écoles*, (selective training institutions); their requirements determined syllabus content.

This continued to be the case when the functions of the state education system were given a broader definition, at the beginning of the Third Republic. Obligatory primary schooling was characterized by a standard, *common curriculum* and a certain number of subjects were to be taught in secondary schools to enable pupils to go into higher education.

For a long time, national syllabuses were self-evidently the keystone of the state system. They provided a means by which its essential functions could be identified and a reference point for teacher appointments.

The general inspectorate of the Ministry of Education was responsible for designing syllabuses and for mak[illegible] content met the needs of higher educa-



Mary Folkain

Paradox: teachers have a freedom they cannot fully enjoy

tion, on the one hand, and that teachers were capable of teaching them, on the other.

Despite these guarantees, the equilibrium achieved until the Second World War was seriously threatened at the end of the 1950s. There were several reasons for this.

First, it was becoming difficult to close the gap between the evolution of knowledge in higher education and the content of secondary school syllabuses. This was because the general inspectorate was so caught up with the job of supervising an increasingly cumbersome teaching profession that it was unable to follow developments in the universities.

*Second, the increasingly varied so*cial backgrounds of pupils changed the relationship between teacher and pupil. Some of the shortcomings of syllabus design now become patently obvious. The norms implicit in them were no longer apposite, and so the public service was seen to fail in its duty to satisfy democratic requirements.

Finally, the syllabuses appeared, to users, parents and employers alike, to be insufficiently geared to contempor[illegible] national syllabuses was often questioned. From this moment on, syllabuses were thoroughly restructured.

There is already much to be learned *from an examination of how syllabus* reforms were carried out. Let us consider briefly three examples – maths, French and history.

There was a growing discrepancy between the specific application requirements of these subjects in secondary and in higher education. With the school population becoming heterogeneous, learning problems became apparent. Parents and employers often argued that the syllabuses were inappropriate, even though their basic aim was to facilitate entry into working life. During the first stages of reorganization, the school inspectorate was mainly concerned with closing the gap between secondary and third-level education.

Soliciting the help of recognized authorities and specialist teachers' associations, they set to work. The new syllabuses were first of all tried out in a few classes, then generally applied. The inspectorate was relying on teacher training: prospective teachers were instructed in the most recent developments in their field.

What actually happened was that the first revised syllabuses brought about a complete break. In maths, the approach to problems was to be governed by a formalization based on the set theory, to the exclusion of geometry, an essential element in traditional secondary education. It was as if the two were incompatible, which is obviously not quite accurate.

A wildly over-simplified linguistic theory completely transformed the teaching of French grammar, which in turn changed the approach to, and judgement of, literary texts. A controversial subject in higher education thus became a restrictive norm in secondary schools.

In history, the study of the "long-term", was emphasized, to the detriment of facts and figures which had been the mainstay of the traditional method. It became quite difficult to learn these subjects.

The teachers who were responsible for introducing the changes used various methods which also reflected the modified teacher-pupil relationship and the fact that learning processes had become diversified. Under these conditions, a pupil's studies could [illegible] chaotic. Many organizational diffi[illegible]ties in introducing the reforms had [illegible] been foreseen.

The revised syllabuses were [illegible]quently criticized. The fact that acc[illegible] to basic disciplines had become m[illegible] difficult gave parents the impress[illegible] that subject content had not be[illegible] brought up to date. Further readj[illegible]ments were made.

At present, the teacher is given a certain freedom of approach, but is [illegible] really able to enjoy it: teachers' work[illegible]ing conditions are not compatible with a collaborative approach to introduc[illegible]ing change.

Although secondary-school tea[illegible]chers often have reservations about the content of national syllabuses, most would be reluctant to give up the principle. This is not because they are afraid of leaping into the unknown, but because they understand what is at stake: sharing a culture, acquiring the means of communication which can help a community to become acquainted with its own democracy.

I would argue that the design of national curricula as a whole ought to be one of the objectives for the development of the education system. The questions which it provokes can contribute to better learning, more [illegible] than standard norms.

What is needed is a new concept of how secondary and higher education are to be linked.

National curricula may provide a model for Britain, but more on the basis of their democratic requirements than on how they are actually applied by the French today.

The problems encountered in France show that solutions cannot come from private institutions or from isolated desires.

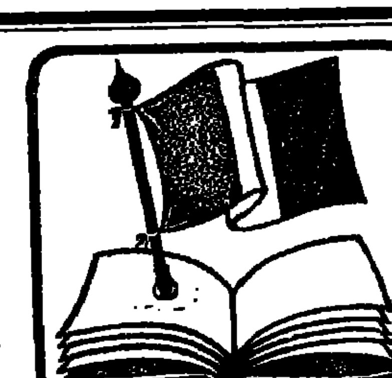
In my view, only an education system which encourages diversity but within a clear national framework of common objectives – can assume the responsibility.

Pascale Gr[illegible]

Pascale Gruson is a research [illegible] specializing in the sociology of [illegible]tion, at the CNRS, the French [illegible] ment-funded research agency [illegible] sciences and social sciences. [illegible] author of L'Etat Enseignant [illegible]

NATIONAL CURRICULUM

In the name of justice and mobility



"We've been trying to get more flexibility into the system for 10 years, but no one will let us," says M. Max Delacquis, the deputy chief inspector.

"Everyone believes that you must have the same programmes, the same number of hours devoted to subjects, the same kinds of textbooks, the same training for teachers."

And why? "A common programme is integral to the concept of equality of educational opportunity," says Delacquis in impeccable BBC English. "It's entrenched by history. It's natural."

Indeed it is so much of an institution that almost everyone can find reasons for supporting it, though some of the reasons are very different.

Those with the most utilitarian views, like the employers' federation, the CNPF, stress its convenience: "National programmes are essential for job mobility. They are an essential ingredient in improving the competitiveness of French firms. The young person without a good general education will neither find nor keep a job. A good basic education is essential in a world of technological change," say the organization's headquarters. (Locally, however, employers tend to press hard for vocational education.)

The more right-wing of the two major parents' organizations similarly sees national programmes as necessary to mobility.

Nationally-defined programmes naturally appeal to those with a sense of order. A maths teacher in a *classe preparatoire* says "the system would collapse if you could not guarantee that the *bac* was the *bac* – regardless of whether it has been awarded in Marseilles, Strasbourg or Paris." An inspector points out that it is essential for a teaching force recruited as civil servants and liable to be posted anywhere.

But the loudest voices of all come from those defending nationally-defined programmes in the name of justice, democracy, or the nation.

M. Jacques Pommatau, general secretary of the giant left-wing federation of teachers, the FEN, says: "It is a matter of rights. It is a basic principle that a child in a rural area should have access to the same knowledge and the same diplomas as the child from one on Paris's richest *arrondissements*." It is not, he added somewhat defensively, "a matter of teachers' convenience. We are professionals before we are unionists." M. Jean-Claude Mailles, president of the million-strong parents' association which has strong links with the FEN, uses almost identical words.

Class teachers emphasize the guarantees. The national diplomas are an essential protection against a monopoly of top Paris institutions. The national programmes are a protection against the arbitary judgement of a headteacher. "Every director creates his or her 'dustbin' class," says one.

"Society must give everyone the opportunity to achieve their full potential," says M. Jean-Pierre Chevènement. "Many children from modest backgrounds can't achieve success except through school."

M. Roland Carraz, former junior minister for technical education in the Socialist government which introduced philosophy into technical colleges, says: "If we don't provide the young with a set of common reference points, the door is wide open for a society which tears itself apart."

The most reserved about national programmes are those who are deepest into pedagogy and the philosophy of knowledge. The linguist M. Jean-Claude Chevalier, professor at the University of Paris-VII and chairman of the programme commission on French set up by M. Alain Savary, does not join the chorus on liberty, equality and fraternity.

"We have to face the fact there is no single measure of culture. These days culture belongs to all. But everyone has gaps. I say yes to centrally defined programmes – but with a wide choice left to teachers."

Most inspectors are unanimous that the demanding range and level of the programmes are feasible for universal primary and secondary education.

M. Georges Laforest, the inspector of general philosophy, admits there are difficulties but says that if there are failures *they are the failures of* teachers and not the programmes. Major efforts have been made to improve their training. "It is the weakest teachers who muddle their pupils with inessential detail."

But it is teachers themselves who best make the case that national programmes provide the essential guidelines.

A teacher of English in her 20s, in a *lycée professionel* in a northern and largely immigrant suburb of Paris, and a member of the communist-influenced union, the SNES, says: "I know that among my *terminale* class of 36 there are about six who follow the programme effectively. The others struggle. And when they have come out of five hours of infernally noisy workshops and there's English for the last hour of the day . . . and I'm supposed to be teaching them about Reagan or the women's liberation movement in the States which doesn't attract them. I just say 'My God . . . maybe Monory is almost right in his attempt to reduce the programmes: these ambitious ones are irrelevant.'

"I always calm down eventually and realize it would be a grave error not to give these students too the chance the national system offers them. One pushes on, but it depends ultimately on your professional ethic and your stamina."

Textbook approach to programmed learning

Programmes are documents with the force of law signed by the Minister of Education. They define a common syllabus across the subjects which are obligatory for each year of compulsory schooling, and the specialized syllabuses in the subjects taken by all pupils who remain in school for the two-year *baccalauréat* course. There are separate programmes for technical education.

Programmes consist of four elements: the hours devoted to a subject; objectives and instructions, which tend to be written in a rather fearsome continuous present (one example from primary school history: "the teacher renders his/her pupils capable of observing, describing, comparing and understanding the realities which surround them and those realities distanced by time or space . . ."); and the programme itself, which is a broad syllabus outline.

Programmes are on public sale, and readers may face complaints from parents if they are not adhered to.

Publishers turn the programmes into textbooks, as they think fit. Teachers, or groups of teachers, choose the textbooks.

Programmes evolve in response to changing social preoccupations and the state of knowledge in the subject.

Every child in the first year of primary school in France is expected to discover numbers up to 100, learn to add, take the first steps to organizing space, learn some geometric figures and undertake preparatory exercises for measurement.

In French, where the four-fold aim is "the practice of oral language and written language, the study of language and the poetic use of language", pupils are expected to be able to read and write by six or seven, and by the time they are 10 or 11 to be able to analyse the parts of a sentence.

By the age of 16 all school pupils follow 10 subjects – the fourth-year history course, designed to give them a notion of the world dimension of modern history, looks at the period 1914–45 in Europe, the USA and the USSR, the build-up of the power blocks and decolonization in the period up to 1960; the arrival of Japan, China and the Arab states on the world scene.

The French course – where there is a wide choice – is likely to introduce them to the classical authors and such modern writers as Alain Fournier, Colette, Cendrars, Saint-Exupéry.

It is only at the *lycée* stage that programmes become differentiated as students choose, or are directed to, one of the general or technical *baccalauréat* streams. But even then the commitment to general culture means that pupils are still expected to take at least seven subjects.

The minister takes a hand

How are programmes made? "*De haut en bas*", said the maths teacher, who is now part-author of a textbook. "The *baccalauréat* maths programmes all bear the hand of inspectors whose aim is to get the cleverest mathematicians into the top mathematics school, the Ecole Polytechnique. Those who might be more interested in economics or literature get an abridged – and unsuitable – version."

Formally, it is the inspectorate's job to write the programmes, which a minister then signs. But the deputy chief inspector, M. Delacquis, insists they aren't working in a vacuum. "They know the feeling of teachers because they visit schools. They talk to university professors. They take account of change."

The Socialist Government of 1981–86 shook up the inspectors' monopoly. Parallel with commissioning curriculum committees like Chevalier's which drew on teachers and researchers, the former Socialist minister, M. Alain Savary, also gave a huge boost to teacher centres for curriculum development.

Indeed, he is an unsung hero for the [illegible]

But it was M. Chevènement who actually produced programmes. The first major revision for 11 years went through in his time for all the primary and *collège* year groups. The minister himself wrote out guidelines, in the 19th-century manner of the ministers he so much admires. (Some of this enraged specialist teachers: "Much too positivist on the French Revolution," said one.)

He then appointed M. Georges Laforest, the forceful inspector-general of philosophy, to co-ordinate these with the work of the Savary commissions and the inspectorate's routine assessments. In an understatement which is more British than French M. Laforest said; "If the harmony between the commissions and the inspectors was not very good, it is simply that these things take time."

He did not see the minister's activist role as a handicap. "I can't say there was absolute unity. But there was agreement on what he was doing across political boundaries." That René Monory should have made the decrees which bring into operation the Chevènement programmes for the first year of the *lycée* is a striking symbol of the basic consensus.

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ELIZABETH HOUSE YORK ROAD LONDON SE1 7PH
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FROM THE SECRETARY OF STATE

Dear Teacher

The Government wants school teachers in England and Wales to receive an average pay increase of 16.4%. We intend that half should be paid from 1 January 1987, and the other half from 1 October 1987. At the same time, teachers' professional obligations will be clearly defined. I hope that teachers will have the back pay for the 1 January increase in their May pay packets.

Now that the Teachers' Pay and Conditions Act is on the statute book, I am consulting on a draft Order.

The draft covers the 1 January pay increase and sets out conditions of employment which would become part of school teachers' contracts.

The table shows the salary structure proposed for October 1987. The panel summarises the proposed conditions of employment.

Full details are set out in a booklet which I sent to all head teachers earlier this week. In particular the booklet sets out the changes from existing salaries through 1 January to the salary levels proposed for 1 October.

Yours sincerely,
Kenneth Baker

PAY STRUCTURE PROPOSED FOR OCTOBER 1987

TEACHERS' BASIC SCALE

£	
7,600	Entry points for non-graduates
7,900	graduates
8,200	
8,500	good honours graduates
9,200	
10,000	
10,600	
11,200	
11,850	
12,600	
13,300	

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500
1,000
2,000
3,000
4,200

DEPUTY HEAD TEACHERS

Salaries will range from £14,750 to £22,250 according to size of school.

HEAD TEACHERS

Salaries will range from £15,500 to £30,500 according to size of school.

*NOTE
These allowances would be available, on top of the basic salary scale, to teachers for one or more of the following reasons – additional responsibility, outstanding classroom performance, shortage skills, recruitment to posts difficult to fill. Teachers now on Scale 3, Scale 4 and the Senior Teacher Scale will automatically receive allowances of £1,000, £3,000 and £4,200 respectively.

CONDITIONS OF EMPLOYMENT OF SCHOOL TEACHERS

The Government proposes that the contracts of employment of teachers, other than head teachers, should incorporate provisions as follows.

1. Teachers will carry out the duties of their profession and such particular duties as may be assigned to them under the reasonable direction of their head teacher.

2. Included in the list of duties they may be required to undertake are those set out below. The duties an individual teacher will be required to undertake will depend on the type of school and the role of the teacher; individual teachers will not all be required to undertake all these duties.

Summary of Professional Duties

- Planning and preparing courses and lessons, in collaboration as necessary with other teachers.
- Teaching pupils according to their educational needs, including setting and marking work carried out by them in school and elsewhere.
- Recording and reporting on educational and other aspects of pupils' progress.
- The pastoral care of pupils, including discipline, health and safety, and such guidance and advice on their personal, social and educational development as the individual teacher is able to give.
- Professional development as teachers, including periodic review of their own methods and programmes of work, participation in further training, and participation in arrangements, within an agreed national framework, for the appraisal of their own and other teachers' performance.
- Supervising and so far as practicable teaching pupils whose teacher is absent. Unless a teacher is employed as a supply teacher, or is timetabled to undertake specific duties for less than 75% of the school week, or no supply teacher is available, he or she will not normally be required to cover after the absent teacher has been away from school for 3 days; nor to cover for a planned absence of more than 3 days.
- Preparing and presenting pupils for and supervising them at public examinations; and assessing pupils for the purposes of such examinations.
- Taking part in the management and administration of the school in accordance with their specific responsibilities for class, curriculum, pastoral and other matters.

3. Full-time teachers may be required to work on not more than 195 days in a year, of which 190 days shall be days on which they may be required to teach pupils.

4. Teachers may be required to work at specified times and places at the direction of their head teachers for not more than 1265 hours in any year, to be allocated reasonably throughout those days in the year on which they are required to work.

5. Teachers shall not be required to undertake midday supervision, and shall be allowed a break of reasonable length during the school day.

6. In order to discharge their professional duties effectively, including the preparation of lessons, teaching material and teaching programmes, and the marking of pupils' work, teachers will work such additional hours as may be necessary. Teachers will choose when and where to do such additional work.

Note

The above summary is intended to provide general guidance only. The specific contractual provisions are contained in the draft of an Order to be made under the Teachers' Pay and Conditions Act 1987. The full text of those parts of the Order dealing with duties is included within the booklet which has been sent to all maintained schools.

SCHOOL TO WORK

Vocational qualifications body's plans opposed by industry spokesmen

Pressure for narrower skills training resisted

The National Council of Vocational Qualifications is standing firm against the first major challenge to its plan to reform the whole system of certification. The challenge has come from a group of industry representatives who are questioning the structure of the proposed system.

The council intends to fit all the vocational qualifications it approves into four levels, with common criteria at each level and progression between them. That approach is considered all-important to ensure that courses provide a comprehensive vocational education and that the significance of all qualifications can be readily understood.

But a handful of employers' organizations, headed by the Engineering Employers' Federation, have been insisting that they should not have to be bound by the requirements set by the NCVQ. They believe they should decide what skills their employees should be taught, and that they should not have to spend time and money on anything else.

The industries concerned, however, still want their training courses to rank for an NCVQ-endorsed formal qualification – presumably because they value the prestige that it will confer on both companies and staff.

The industry representatives have fought their case hard in the NCVQ's steering group, but the council is sticking to its principle that vocational qualifications are for the benefit of individuals as well as employers, and that narrow job-specific training is no substitute for a balanced course. CBI representatives sided with the educationists in that view.

It now looks as if the council will find some way of recognizing the employers' own training without giving it the status of a formal certificate.

Mr Oscar de Ville, the NCVQ's chairman, told a joint Manpower Services Commission–NUT conference in Birmingham this week that it was important to decide how the national framework could be made to meet the short-term needs of employers. Many, he said, would seek modular training in practical skills for particular work and would want the opportunity to "pick and mix".

The YTS and the Job Training Scheme would pose the same need. "Yet we have the overall national duty to ensure that the NCVQ framework retains a shape, a coherence, and a scope for progression through its four levels, and we must not compromise on that," he said.

Mr de Ville told the conference that, in practice, the answer might be to provide a record of achievement in which credit could be given for modules which fell short of an NCVQ level.

Afterwards, Mr de Ville told *The TES* that there could be no question of compromising the status and credibility of the framework, and of the significance of the levels. But that did not mean that employers' additional needs would have to be ignored.



Training is not just to suit the boss

Reprieved unit hits out again

by Ian Nash

The Further Education Unit agreed this week to carry out a critical review of its backing for the Youth Training Scheme after complaints that the initiative affecting more than 118,000 school-leavers was failing to deliver quality training.

A statement following an FEU board meeting said that staff should revise the document *Supporting YTS* and "where justified, be more critical".

A similar look at the new Jobs Training Scheme was also agreed, but the board said a statement of support would be "premature". While the unit is treading carefully since recent attempts to abolish it, it would appear to be disinclined to sit back and be quiet.

The latest criticisms of the YTS come in a statement to the board from the FEU's chief executive, Mr Jack Mansell, who is concerned whether the two-year YTS is capable of providing high-quality training by work-based learning. Mr Mansell also questioned whether the trainers themselves were up to the ambitious programme that had been designed, in the light of criticisms that colleges were apparently unable to relate to "real work".

"The technical demands would tax even professionally-trained teachers, and it was patently not being delivered, whether on-the-job or off-the-job," he said.

Most disturbing, he told the board,



Jack Mansell: time for a serious reappraisal

the YTS gave little more than "occupational competence" to trainees. Qualities such as personal effectiveness and the ability to transfer skills were not being brought out.

"The education system would never have got away with this type of record," Mr Mansell said. "With half the school-leaving cohort planned to go into YTS, some of us thought it was time for a serious reappraisal of whether this continual experiment of work-based learning on such a large scale was still justified," he said.

"If the rumours that the YTS is to become increasingly funded by employers are true, then the situation can only get worse." He remained convinced that the only way to improve the scheme was to increase the education and non-advanced futher education content.

In view of the criticisms levelled against the YTS, the unit must look closely at the new jobs scheme – affecting largely long-term unemployed 18 to 25-year-olds.

"For delivery, as with the YTS, it uses managing agents; and the FE system has again to take its chance in the market place," he said.

Benefit ban on Easter leavers to be reimposed

The Government intends to change the supplementary benefit law in order to restore the ban on Easter school-leavers returning to sit for examinations. It hopes to rush the new regulations through Parliament in time to apply to this Easter's leavers.

Two years ago the Social Security Commissioners told the Department of Health and Social Security that its practice of treating leavers who returned to school, even for a one-day exam session, as if they had never left, was unlawful under existing regulations. That ruling, the result of a test appeal by a leaver, meant that the Government had to pay thousands of leavers their withheld benefit.

Last autumn the Government asked its Social Security advisory committee to review the position. The committee's report is confidential pending legislation, but in any case the Government is not bound by its views.

There is certain, however, to be strong opposition, in Parliament and outside, to any move to restore the ban. The DHSS's treatment of Easter leavers before the Commissioners' ruling was bitterly criticized by teacher organizations and the youth lobby, who insisted that it was discouraging pupils from trying to get qualifications.

Some MPs from areas of high unemployment have already been alerted by their local authorities to the Government's plans.

It is estimated that up to 30,000 pupils a year could be affected by the proposed change. Because they would be deemed to have stayed on for the summer term, they would lose benefit for the summer holidays too, which would mean a total loss to each leaver of well over £200.

Skill Olympics

Birmingham, which failed in its bid to host the Olympic Games, has been chosen as the venue for the 1989 Skill Olympics, in which teams of British apprentices each year pit their workmanship against the rest of the world's [illegible] held in Australia.

Job description for careers service attracts ridicule

The Government's attempts to rethink the job of the career service this week looked likely to end ignominiously. Its proposal that the service's role should simply be to prepare youngsters for "wealth creation" has been greeted with scorn by a wide range of bodies, and embarrassment by others.

The new line was put forward in draft guidelines circulated last autumn by Lord Young, the Employment Secretary, which proposed dropping the existing emphasis on providing guidance closely tailored to each youngster's needs. On Wednesday the Careers Advisory Committee – the new consultative body set up at the request of local authorities – met to discuss the responses from education and industry.

A Department of Employment summary of the comments made it plain that the emphasis on wealth creation had been widely criticized and seen as unrealistic "political/ideological" dogma. Many of the responses had pointed out that it was absurd to tell careers officers to prepare youngsters for wealth creation when they had no chance of getting a job.

Even the Institute of Personnel Management, which persistently advocates that education and training should be closely related to the needs of the economy, found the Employment Secretary's single-mindedness "too narrow". Commenting on the draft guidelines, it says: "In some regions . . . it is rare for school-leavers to move from education to direct employment, irrespective of the abilities of the careers service."

The IPM suggests that the aims of the service should be to help individuals leaving education to find or prepare for satisfying paid or unpaid work "which contributes to the economic, social or physical health of the community".

It calls for a thorough review of the careers service's operations to ensure that those recommendations in the guidelines which make a heavy demand on resources stand a chance of being fulfilled. Otherwise, says the institute, the recommendations are worthless.

At present, it says, too much is being expected of the service and its limited resources which are used by too small a proportion of young people. The boundary between the service and the MSC is too vague, it alleges, leading to overlap, duplication, and gaps in provision.

The review should include consideration of the pay, conditions of service and career structure and arrangements for training.

The IPM also suggests that the service's name is out of date. "The word 'careers' has an old-fashioned ring to it; more seriously, it betokens a middle-class white collar orientation," it says.



Lord Young: wants new emphasis on wealth creation

Edited by Mark Jackson

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OVERSEAS

Victoria Clark continues our occasional series on teaching in foreign countries, with a report of her experience in Budapest

Erratic, informal ... and the class is in the bedroom

HUNGARY

The front bedroom of a sixth-floor flat in the centre of Budapest contained a long table, chairs, a television set, two beds and 30 children – twice as many as agreed for this makeshift classroom.

A crowd of parents waited patiently in the hallway while the owner of the flat shouted and a little girl began to cry. Of course it was an administrative hitch, but no one spoke English and I spoke no Hungarian. It was an alarming introduction to teaching English in Hungary.

Among the boutiques, restaurants and taxi services of the thriving private sector are a number of language schools – two of which are affiliated to a London-based organization.

One of these schools, where I now teach, gained permission to employ non-Hungarians 18 months ago, after much negotiation between the director of the school and the ministries of education and culture. It boasts the largest concentration of foreigners outside the diplomatic corps.

The demands of officialdom put a brake on the Hungarian entrepreneurial spirit. So on paper the school is a co-operative, counting many of the 50 or so Hungarian teachers among its members. But in practice it is run by the director.

His is a benign, if erratic, rule, allowing him to shield the foreign staff from a shady world where only contacts, string-pulling and back-scratching yield results. He views the task of spreading English as a mission, and is nurturing a number of bold schemes for English pubs, clubs, magazines and videos.

The uncontrolled expansion of student numbers also means that the school has outgrown its home. A third-floor flat in which the bathroom is used as a storeroom, the kitchen as a staffroom, and the larder as an office is made homelier still by the smell of fresh bread wafting from the ground-floor bakery. Most classes are taught in rented rooms in flats all over the city, causing problems of co-ordination.

These and other inconveniences – the lack of copying facilities, scarcity of coursebooks, the still impenetrable mystery of the wages payment system – are amply made up for by the students.

They are quick, appreciative and highly-motivated. Hungarians need English for trade and travel, and for access to specialized literature. It seems possible that the opportunity to learn English, especially from British and American teachers, will gradually lower the barrier to the West.

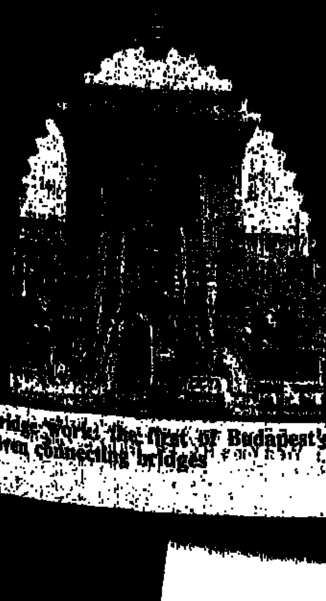
The quantity of Western imports in the shops is further proof of goodwill. Many products are available, if expensive, leading many people to work at three different jobs to afford them.

Somehow, people find the time to study English, too. Attending English classes is neither a status symbol nor a way of filling time, but students enjoy rather than resent most textbooks' references to travel, holidays and credit cards.

As I work only 20 hours a week, I have more time than money. Despite the wages, some teachers choose to stay for more than two years. Partly it is the country's recent history that continues to have a strong bearing on the present, which makes living here a powerful, even addictive, experience.

Beautiful buildings are still bullet-pocked; 70 years later, the loss of Transylvania to Romania is still lamented; and 30 years after the uprising of 1956, *János Kádár is still in charge.*

One senses that time does little to heal the past, that the present cannot be taken for granted, nor the future guaranteed. Hungary will continue to be both a meeting place and a battle-ground for influences from East and West.



Bridge-works: the first of Budapest's seven connecting bridges

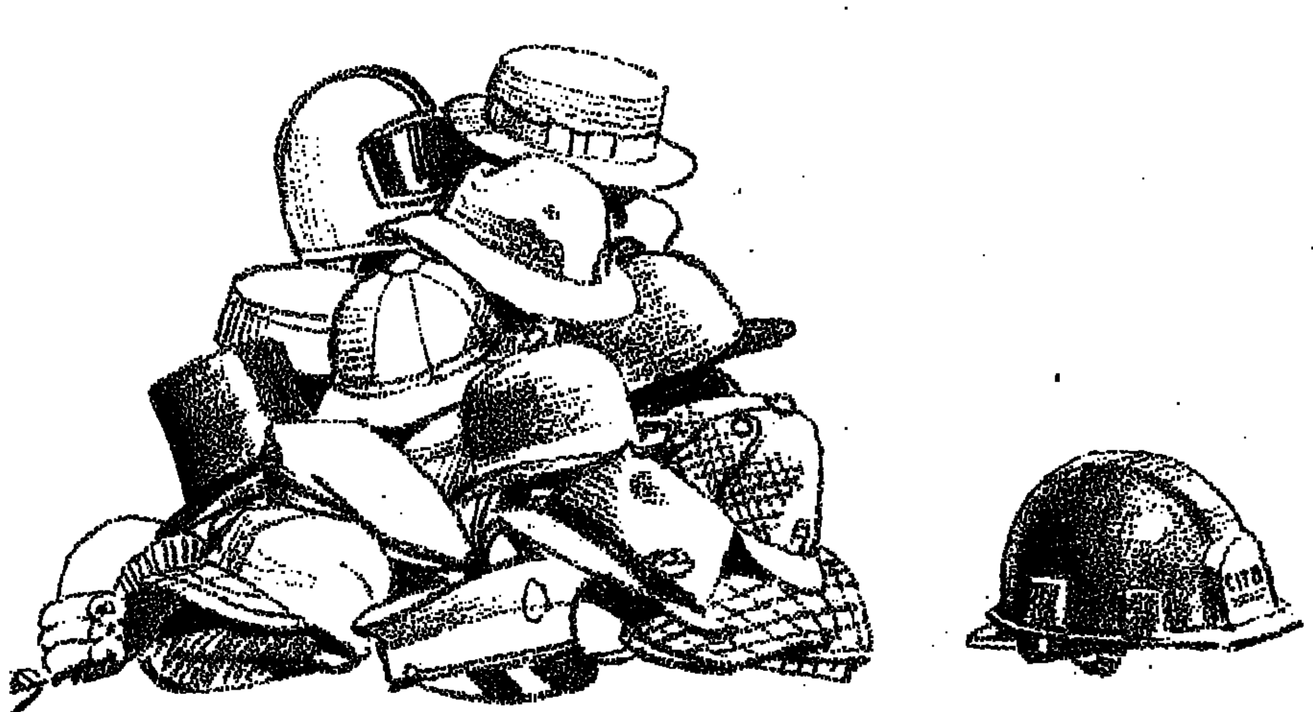


Jutka Rona/Camera Press



● Budapest today: the street scene above is 30 years removed from the time Soviet tanks rolled, left

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OVERSEAS



Melanie Friend

Small investments: crucial role for primary schools

On the long march to end illiteracy

CHINA

China's efforts to promote the spread of *nine-year compulsory education are paying* off, but universal provision could take between five and 15 years, the State Education Commission said last month.

Its latest survey shows that more than 90 per cent of the country's school-age children are receiving some form of education, with 130 *million at primary level, 49 million at middle* school and a further 4.2 million students at the country's various technical schools. This represents an overall increase in enrolment of about 12 per cent over last year.

Adult education has also made important strides forward with the introduction of television colleges, providing a further 1.8 million places this year. The Government's anti-illiteracy campaign has also made headway by teaching around 2.4 million illiterates to read and write in 1986.

But the commission – established in 1985 to replace the Education Ministry – says that, despite this progress, daunting problems still exist at every stage of the system. It is also concerned about growing numbers of angry parents around the country who have been complaining to their local authorities about the widespread practice among middle schools of pushing low-ability pupils out of school *early to improve examination and college* entrance statistics. Parents are further upset over "extra fees" being charged by primary and middle schools. An auditing survey of Sichuan province reported that large numbers of students were being refused admission to schools if parents could not afford to meet "unacceptably high" tuition and other costs.

Other charges included "equipment fees", *with parents made to pay for furniture and* repairs. Some schools, said the survey, were apparently seizing any opportunity they could to obtain money from students' parents. "School leaving fees" are common, but some schools were even charging parents "congratulation fees" on the completion of new local *highways or other constructions.*

The modernization drive desperately needs large numbers of trained personnel, particularly in science and technology, as well as a literate citizenry, but given the nation's specific conditions, achieving universal literacy should take priority over other educational needs, says the commission.

The number of illiterates and semi-illiterates currently stands at around 230 million and, because elementary education is not yet universal, the figure is growing. Thus, primary schooling has a crucial role to play in meeting the country's overall educational objectives.

The commission says that educational fund*ing still falls far short of needs. In recent years,* annual funding to the school sector reached only 11.5 billion yuan (£2.3 billion) and investment in school construction only 1.2 billion yuan (£240 million).

This has resulted in an annual per capita educational expenditure of only 47.3 yuan (£9) per pupil at the primary level and 131 yuan (£26) per middle-school pupil. There were so many delapidated buildings that schools had to conduct classes in the open air or in borrowed rooms or warehouses.

A serious shortage of qualified primary and middle-school teachers remains a major problem – and two million existing staff also need retraining. The commission says that a substantial increase in funding for schools is imperative. It suggests that state and local authorities should ensure that educational funds rise faster than revenues.

Mr Li Pen, the vice-premier and Education Minister, has stressed the need for a "realistic approach" in implementing the country's nine-year compulsory education programme, especially in rural areas.

Geoffrey Parkins

Private eyes patrol truants

JAPAN

Truancy has lost some of its appeal in the Japanese city of Osaka, now the chances of being caught have risen.

A new private-eye agency is doing a brisk trade stalking children for fees of up to 150,000 yen (£635) for 10 days. The youngest so far trailed was 10 years old.

The Hilderu investigation office will shadow children suspected of visiting amusement arcades and discos, or having sexual relations. One 12-year-old boy was discovered spending most of his £85 monthly pocket money on computer games instead of attending cram school.

Barbara Casassus

And yes, we have no agreement

UNITED STATES

The President and the Education Secretary seemingly have conflicting views on spending and cutting, reports Bill Norris

Washington can be a confusing place. For all that President Reagan's administration aims to slice 28 per cent from its education budget this year, he was heard last week *to propose an ambi*tious plan for improving America's competitiveness by boosting ... education.

There would be, said the President, more interdisciplinary science and technology centres based at universities. There would be $50 million (£33.3 million) more to remedial programmes for disadvantaged schoolchildren. There would be new textbooks, software and laboratory equipment for schools and universities, developed by top scientists. There would be scholarships for students at federal research laboratories. There would be an extra $636 million (£424 million) for worker retraining programmes.

But who was going to pay for all these goodies? "Not us," said the Department of Education hurriedly. And in fact, on the same day, the Education Secretary, Mr William Bennett, was making a speech at the University of Texas in which he denounced the spending of federal money to make America competitive.

To be fair to Mr Bennett, who is normally the most loyal and resolute of Mr Reagan's supporters, he was doing *no more than sustain a position he has* held since taking office. It was not his fault that the President, battered to the point of amnesia over the "Irangate" affair, had inadvertently mounted the wrong horse. What had to be done, said Mr Bennett, was to strengthen the character of American students, and this would not be achieved by dousing them in dollars. "Some proposed programmes, now being justified in the name of 'competitiveness', will not help," he went on. "As always in Washington, we must be alert to hollow or wasteful ideas that arise under the name of a good cause."

Hollow, wasteful ideas? Could Mr Bennett be referring to the words of his leader? A Washington official who asked, wisely, to remain anonymous, explained that Mr Bennett thought *that the Administration's proposal* was simply "a grab-bag attempt to preempt the Democrats" on the issue of competitiveness. His speech had been intended to "help the Administration reframe the issue more sensibly".

Whatever that may mean, the most *likely outcome is that the Democrat*-controlled Congress will inject Mr Reagan's ideas into Mr Bennett's budget. The President will then accept the credit on behalf of the Republican Party, and Mr Bennett will gracefully play the maid: say no, and take it.

Washington is a confusing place. But when elections loom, politics is politics the world over.

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Sally and Richard Greenhill

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Decline in illegal drug use

The use of drugs in American high-schools is declining, according to the latest annual survey by the University of Michigan.

It reveals that the number of 17 and 18-year-olds admitting *to the use of any* illicit drug during their lifetime fell from 61 per cent to 58 per cent over the past 12 months.

Marijuana continued to be less popular. Twenty-three per cent of students were current users, compared with 26 per cent last year, and the use of amphetamines had also fallen.

"But more students are taking cocaine more frequently, especially in the more concentrated "crack" form.

Cocaine is now the second most used illicit drug in schools. One in six of the 15,200 17 and 18-year-olds questioned had tried it, 13 per cent had used it during the year, and 6 per cent in the past month.

The number of daily cocaine and crack users has doubled between 1983 and 1986. Some 4 per cent had experimented with crack smoking in the past 12 months – a figure the survey's director, Dr Lloyd Johnston, described as "very disturbing" in view of the known dangers. In one school, 18 per cent of the senior pupils had smoked the drug.

The increase has come about despite the well-publicized deaths of leading sports personalities from cocaine use last year.

With the almost universal raising of *the drinking age in the United States to* 21, alcohol consumption among school-children went down last year. Now only 65.3 per cent of them drink regularly, compared with 65.9 per cent in 1985.

Cigarette smoking, which declined rapidly from 1975 to 1980, now seems to have levelled off at about 30 per cent. "Basically this means that a significant proportion of this generation has become cigarette-addicted," Dr Johnston said. "It means that they will develop all the diseases we know are associated with the habit. [illegible]

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LETTERS

Literacy funding

Sir – Paul Johnson is right to say that the Government should give high political and financial priority to adult literacy, however much he has given us a distorted caricature of adults with reading and writing difficulties (Personal column, *TES*, February 13).

One of the main reasons that he and others have not noticed the past 12 years of the adult literacy campaign is that it has been seriously underfunded. Just compare the per capita expenditure on students in higher education with those in *adult basic education.*

In inner London there are some 11,500 students in tuition in adult education institutes, colleges and in local settings in voluntary literacy schemes. This represents 5 per cent of the estimated number of adult Londoners with reading and writing difficulties.

If literacy and numeracy tutors all over Great Britain are to do their jobs properly we need more classes, more teaching resources and, above all, a dramatically increased central Government commitment.

This must be both in financial terms, through increased funding for the central Adult Literacy and Basic Skills Unit and *through massive publicity* about the nature of the problem and the possible solutions.

If this doesn't happen, you will be publishing another Personal column in 10 years time by someone else who has just "discovered" 7,000,000 illiterates.

GAY LOBLEY
Director
Language and Literacy Unit
ILEA
County Hall
London SE1

Equal opportunity relies on speaking the same language

Sir – I should like to endorse Mr Shapiro's plea (Second opinion, *TES*, February 20) based on his own history, as well as his long experience in the teaching of English, that immigrant children should be taught in English rather than in their native language, if we wish them to enter their educational life as equal citizens.

There is one further condition, however, that I should like to make: it is of the utmost importance that this should be preceded by a carefully *planned nursery class or school*, where parents and children can familiarize themselves with the materials, toys, games, stories and books, as well as the language of the country in which they now live.



There should be, in addition, ample opportunity for mixing the age groups – including, one would hope, visits from boys and girls from local secondary schools. In this way, the children would learn from each other the real power to communicate. This would be one of the best ways of giving them "equal opportunity", which I am sure the HMIs (rather harshly treated by Mr Shapiro) wish for as much as anyone.

MOLLY BREARLEY
Former principal of the
Froebel Educational Institute
8 Lewis Road
Radford Semele
Leamington Spa
Warwickshire

Home thoughts

Sir – I A Shapiro has either written off all the current research in the field of bilingualism or has not taken the trouble to find out what the research in America, Canada, Australia and Britain has to offer our schools.

One major finding is that the use of home languages by pupils in their tasks at school, and at home, improved their English. The HM Inspectors do not advocate *the use of Punjabi as a* "medium of instruction", but "approve the inclusion of Punjabi in the school's curriculum where more than half the children come from Punjabi-speaking homes".

Professor Carl Dodson, of the University of Aberystwyth, has found with Welsh-speaking bilingual children that they made use of their first language as a vehicle to understand and consolidate their second language. If the prop of this first language was taken away then it would affect the acquisition of English – if that happened to be the second language.

We all agree with Mr Shapiro that bilingual children "be helped to acquire a large vocabulary in English ...", but what he needs to grasp is that the brain is not like a bucket which once filled with Punjabi will not accommodate English. On the contrary, children who learn several languages seem to achieve cognitive flexibility and greater social sensitivity.

It is all too easy in Britain to forget that more than half the world's population is bilingual. It would be a great pity if the linguistic knowledge of bilingual pupils was not utilized as an important resource available not only to them but to all those who were willing to learn other languages.

It seems that Mr Shapiro has visions of Punjabi-speaking pupils exposed only to Punjabi/English-speaking teachers, and never hearing a word of English from native English-speaking teachers. If he took the trouble to visit a few schools in our cities, he would soon realize how difficult it is to find enough bilingual teachers to ensure that all schools with large numbers of bilingual pupils had even one or two bilingual teachers on their staff.

It is all too easy and dangerous to generalize from one's personal experiences and assume that *that is the norm* for all children. Mr Shapiro, and others who think like him, would be well advised to read the findings of Professor Dodson, Jim Cummins (Canada), George Saunders (*Bilingual Children – Guidance for the Family*), *to name but a few*, and visit schools in areas such as Southall.

G N KANJI
85 Woodland Rise
London N10

English bond

Sir – *On the day* that the committee of inquiry into the teaching of English meets for the first time, we wish to place on record our belief that English teaching is healthy and *flourishing.*

We entirely reject the views of the Secretary of State for Education that: "We need to equip teachers with a proper model of the language to help improve their teaching" (*TES*, January 23).

We find his pronouncements arrogant and hollow and his appointment of a mathematics don, Sir John Kingman, to lead the inquiry insensitive at best.

We are consistently impressed with writing by children of all abilities, who *express themselves* with power and maturity. Even Mr Baker has had to stoop to "newspeak" in order to claim that standards, though not falling, are "not rising fast enough"! If English is in such a sorry state why does it not *feature in the 19 national priority areas* for in-service training?

Most chilling of all is the suggestion that the way to improve standards is to administer national standardized tests, biennially, to all pupils from the age of seven.

The excellence of the writing we see daily does not grow out of a situation where pupils and teachers feel they are being held to account. It grows from *lively classroom practice in which* children experience a range of oral experience, read widely and are encouraged to write freshly and imaginatively.

Heads of English
departments of
29 secondary schools
in Devon

Just the jobs

Sir – I really should be used to prejudice by now, but to hear Mr Baker's advisor saying that employers tell him that schools do not teach the skills they require is still galling (*TES*, February 20).

What secret skills? Most schools I have known prepare students well to seek and keep employment. Or did not that 100 per cent of our pupils are not in the "top" 20 per cent of the ability range that concerns them/him?

Perhaps employers could do *something* about providing the employment that school-leavers require!

PHILIP LODGE
Headteacher
Netherley community
comprehensive school
Childwall Abbey Road
Liverpool

Graded reading

Sir – It is common for infant schools today to discard reading schemes in favour of "real books". When evaluating the children's progress, educationists invariably and naturally assume *that they are dealing with children* who are learning to read without a graded scheme.

However, Ladybird has recently published an extensive series of graded books, the Puddle Lane series, which comes complete with flashcards. Judging from the shelf space given to this series, in the larger stationers' and stores, it is extremely popular.

Reading courses available by post are also widely advertised in parents' magazines. We cannot know whether children are learning to read successfully, using only story books, until we know how many are simply experiencing a reversal of the old position – they now have the story books in school, and the graded readers at home!

G KENNEDY
34 Hamilton Road
Harrow
Middlesex

Aids perspective

Sir – While we must applaud the health education initiative taken by Blackpool College to inform their students about Aids, it is appropriate to put this health problem in its true perspective.

The publicity campaign described in *The TES*, (February 6) may help to reduce the 3,000 deaths from the disease which we have been told to expect by 1990.

In contrast, on page 14 of the same edition, we are reminded that the teaching profession could take a more active interest in the health education of young people and help stamp out smoking. If colleges cared to publicize the more horrifying figures of *100,000* premature deaths per year in the United Kingdom from smoking related diseases, then the "pay off" may be even greater.

R H D GRIFFIN
Principal
Lancaster and Morecambe college of FE
Morecambe Road
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LETTERS

A misuse of power that offends a sense of justice

Sir – The teachers' pay and conditions legislation causes me great concern.

The removal of the right of teachers to negotiate their own pay and conditions in our free society offends my sense of justice. I have been a teacher for 18 years and believe that my right to be represented by my trade union is inviolate.

The idea propounded by Kenneth Baker in the Commons and by Lord Belstead in the Lords that the Bill was needed to bring an end to the disagreement between employers and employees and the disruption to schools is seriously at fault. When teachers' basic rights are threatened, more trouble in state schools is inevitable.

The BBC news reported that Kenneth Baker's reaction to the proposed strike action was to hope that teachers would be "sensible and reasonable".

What sense is there for teachers to condone measures which allow the Secretary of State for Education to unilaterally decide teachers' pay and conditions? When it suited him, Sir Keith Joseph offered the teachers a 0 per cent rise at the beginning of the previous two years' pay negotiations. Would it have been sensible for teachers to accept the Secretary of State grasping statutory powers to enforce such an unfavourable decision? I think not.

Reasonableness is, of course, subjective. The objective assessment of what teachers should earn was made in 1974 by the Houghton Committee – a fact Kenneth Baker only too readily wishes to forget.

I believe the Secretary of State is misusing his parliamentary powers in seeking to deprive teachers of their fundamental rights in a free and democratic society.

DAVID EARL
Solihull NAS/UWT
8 The Grange
Bearley
Warwickshire

Removing rights

Sir – As members of a teaching union of moderate persuasion, who are most reluctant to resort to strike action in the pursuance of our aims, we feel compelled to protest at Mr Baker's Education Act.

The imposition of a settlement to which the teaching profession has not acquiesced, is an unprecedented step.

It will effectively remove our right to negotiate salaries and conditions of service.

A further period of unrest and consequent decline in morale seems almost inevitable.

M McLEOD
AMMA representative
Billericay School
Essex

Ill-conceived Act

Sir – The passing of the teachers' pay and conditions Act will have far reaching implications for the future of education in this country.

The Government's imposition of a settlement has caused absolute despair among members of the National Union of Teachers at this school and the teaching profession as a whole.

We fully understand that parents are worried by teachers' action, and they will be dismayed at the threat of further disruption in education. Teachers themselves don't want to take these measures, but they are the only alternative left open to them by the Education Secretary.

We hope this letter will explain to parents and children why the teaching profession is being forced to take further industrial action.

The new legislation will mean teachers no longer have the right to negotiate their own levels of pay with their employers, nor will they be allowed to discuss their contract of employment. Mr Baker has decided upon a 19-point contract for all teachers, and not one of the teaching unions agrees with this in full.

Teachers of certain subjects may well receive higher rates of pay. It takes little imagination to appreciate the division and bitterness that such an ill-conceived measure will create.

The Government's assertion that the Act will bring an end to the long-running dispute is not true. Mr Baker is seeking to change the law so that he can impose not just levels of pay, but also curriculum content. Teachers are extremely angry, disheartened and demoralized and they will fight to protect the future of education in this country.

P J BAIN and
NUT members
Broughton County High School
Broughton
Preston



History lesson

Sir – I write as a mature, Scale 1, technology teacher, who recently joined the profession after many successful years in business and industry.

Teachers ought not to be surprised that the present state of affairs in respect of pay and conditions has arisen.

Nothing has changed fundamentally since Machiavelli wrote *Il Principe*: power and money are still the checkers on the board.

It is very obvious what needs to be done; the problem is how and when.

● Forget Kenneth Baker; he will be long gone one way or another by the time the teachers are properly prepared.

● Members of the NUT/NAS/UWT/AMMA/PAT need to instruct their leaders to form a Professional Association of Schoolteachers (PAST?) within a specified time period, to which all union members would automatically belong.

Funding would initially be from each union. The association to be constituted as non-political, non-union and for the purpose of promoting harmony between, and the standards of, all schoolteachers.

● A small committee to be elected to run the association.

As it would be non-unionized, this would preclude existing union representatives from serving; they would continue to represent members' interests through their separate unions.

● The committee to draft a charter, for eventual Royal Assent.

One of its aims, I suggest, would be the ability of the association to represent its members in professional discussions with the Government in power.

I leave possible subsequent events to your readers' imaginations and/or knowledge of history.

B G MORRIS
Foxgloves
Sharpham Drive
Totnes
Devon

Formidable

Sir – Living here in the Auvergne (right), traditionally one of the poorest and most backward regions of France, I felt I must write to you to correct the impression created by Richard Jameson's Personal Column, (*TES*, February 6).

We too are 500 kilometres from Paris, but the school which my three-year-old daughter attends is quite different from the one Mr Jameson describes.

Not only is it well-equipped, it is staffed by trained teachers, backed up by a team of assistants.

Classes are small and the atmosphere is one where the children are encouraged to play purposefully, without having to face premature, formalized lessons.



Needless to say the school is state run and we pay no fees whatever.

How many education authorities in Britain could boast such provision for the under-fives, I wonder?

JOHN HANKINSON
Peyrusse
43380 Lavoûte Chilhac
France

Tory sources

Sir – It is clear from your Diary column (*TES*, February 6) that you encountered some difficulties in trying to contact us at Central Office. This shows that our security is good, bearing a resemblance to attempting to join Major Harry Truscott's Fairly Secret Army via Channel 4.

While his XOX force has a paper strength in excess of 400, with only half a dozen on true operational readiness, we have 100 members derived from an even larger organization arranged by areas and localities and covering the country. There is nothing confidential in this – Judith Judd has quoted the membership in *The Observer*.

Now on your front page your reporter Barry Hugill states that a new group is to be called the Conservative Education Association and that the present officers of our committee are in membership.

I write to let you and your readers know that this is untrue, and not only am I, as chairman, not in membership, nor are others among my officers.

The prime source of your misinformation appears to be Mr Demitri Argyropulo, who was a while ago a former chairman. It would be churlish to indicate that the technical definition of "has been" must rest upon "formerly being in office", but Mr Argyropulo speaks only for himself and is in no sense able to express opinions on behalf of NACE, or to formulate education policy on behalf of the Conservative Party.

You remark in your leader, "Moderation fights back", that Mr Argyropulo can be described as indefatigable. We recognize this characteristic in our committee, having in our membership many such, of all shades of opinion.

MAURICE VENN
Chairman
National Advisory Committee on Education
Conservative Central Office
32 Smith Square
London SW1

The prime source of the information in our report came from the steering committee of the newly formed Conservative Education Association. Among the members of that group are the honorary secretary of the NACE, the honorary secretary of the NACE, the vice-chairman, Mr Bernard Smith – Editor.

Majority view

Sir – Members of the Conservative Party's 'Yorkshire Area Advisory Committee on Education' unanimously wish to put on record their complete confidence in the Secretary of State for Education, the Rt Hon Kenneth Baker, and to disassociate themselves completely from the so-called "Conservative Education Association" reported on by Barry Hugill (*TES*, February 6).

You state that "its membership will include the present officers of the National Advisory Committee's Yorkshire area secretary, in fact it's national vice-chairman, yet knew nothing whatsoever of the alleged Conservative Education Association until your article was published.

I feel that the views we hold will be held by the overwhelming majority of the National Committee. In response to your heading, readers should know that the name National Advisory Committee as a whole is already working on manifesto proposals, and the Yorkshire area, for example, has already given due time to this.

MICHAEL HESELTINE
Chairman
Conservative Yorkshire
Area Advisory Committee
on Education

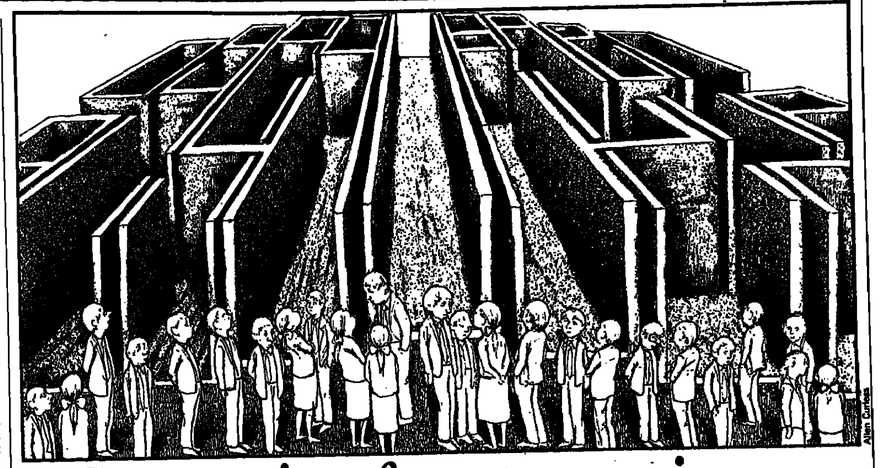
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FEATURES



Screaming for streaming

Hilary Moriarty queries the mixed ability gospel

It came as a surprise when our new neighbours decided to move again after only a couple of months. They'd come some distance to a new job for him and had seemed ready to settle.

It turned out that they were moving because of the local comprehensive. Two of their children attended, having transferred quite happily from another comprehensive near their last home. But the old school streamed rigidly from day one, and both boys had been in a top stream. And the new school kept children in mixed-ability classes until the end of form three.

"It's horrifying," said he. "I've watched two bright youngsters, in two different forms, slide to the bottom of the heap and lose all interest in their school work. I will change my job again, and we will move wherever it is necessary to get a better education."

If he can, he will move to an area which still has grammar schools. He has a limited choice, because there are only 155 left, but they do exist. Friends returning recently from America bought a house not for its number of bedrooms or size of garden, but because it sits in a grammar school catchment area.

"We paid a ridiculous price for it," chirped the wife, "but all the property in the area is expensive because of the school. We'll get our money back when we come to sell, and of course there's tax relief on mortgages; with school fees, we'd have it all to pay ourselves."

I seem to be surrounded by friends who move around the country at the drop of a manager's hat or the setting of a mixed ability class. One couple were delighted by a recent company move because it put them within reach of what is considered to be a crack comprehensive.

"Well it's streamed, and that makes all the difference."

"Jane will be in a top stream, so she really won't see much of the riff-raff, and she'll do just as well as she would if she were in a grammar school, won't she?"

By the definition of these parents, I suppose 80 per cent of the school population constitutes riff-raff.

There are those in the business, on the other hand, who say that rigid streaming is a denial of the very basis of comprehensive education. If you sort the sheep from the goats, the bright from the less so, the willing and docile from the unwilling and bolshie, at 11 years of age, then what kind of secondary education have you got? Much the same as you had before: the old grammar school and secondary modern, but housed under the same roof with the same nominal head.

Perversely, the sort of friends and acquaintances I've quoted would be nodding frantically and saying, "Exactly – just what it should be! Served me well, and that's what I want for my kids!" For, naturally enough, these parents were themselves the products of grammar schools.

Yet the past 10 years has been a steady move towards unstreaming comprehensive schools. Streaming is felt to be a denial of equal opportunity: received wisdom is that the best should be offered to all, not refused to many even before they get their satchels open.

There can be little doubt that those who suffer most from the streaming process are the kids at the very bottom – and those who teach them. In an eight-form entry school, to come home and announce "I'm in 1/8," cannot sound like good news.

In practice, no one wants to teach the bottom sets. No child wants to be in them, and when that's where they find themselves, they play up and behave accordingly. There must be many a streamed comprehensive school with a notorious "sink" class or two which puts the fear of God in the rest of the school population.

By the time such classes reach the fourth and fifth years, they may have dropped out of the school curriculum completely and be contained in separate accommodation, often with a motherly lady teacher who demands little of them and, in return, is tolerated.

Such classes often contain bright youngsters who are merely disaffected with school and what it offers. Many leave school unable to bless themselves with a paragraph of reasonable English, but quite capable of spell-binding a crowd at a market auction. Give some of them a couple of years, and they could buy and sell a teacher.

A colleague told me that one of the reasons he is in favour of mixed-ability teaching, instead of streaming, is that he knows streaming does not work for the least able.

"It's worse than not working," he said with conviction, "it's positively damaging. And we have no right as educators to do that. All of our children are valuable, and school must confirm that, not deny it."

And indeed, as the researchers of the NFER and utterings of HMI confirm, the prime motives behind mixed-ability teaching are social, rather than educational, though it has also been pointed out that we are likely to offer a more demanding educational diet to many children if they are presented to us in mixed-ability groups.

"Who do you think you are," a colleague practically screamed down the phone at me recently, "hanging a label round a kid's neck that says '4/12'? It's monstrous! And you don't educate youngsters in 4/12, you deprive them – have they done any Shakespeare?"

I murmured that I thought not, wincing, I must admit, at the very thought.

"I've just pushed my whole department into mixed-ability teaching," he went on, "and I have a fourth-year class which was streamed last year, and some of these kids had been considered 'remedial' since the day they came into school. So we're doing *Macbeth*, right, and this youngster came in the other day – remedial, last year, remember – and he nudged me in the ribs and he said, 'Ay up sir, when shall we three meet again, sir, in thunder, lightning and in rain sir?' and I thought, 'That's what makes it worthwhile – that's what I'm here for. That's smashing.' Leave them in their streams, and you deprive them because you decide they can't cope – and who are you to make huge decisions like that?"

The retreat from such decisions has helped establish mixed ability teaching. Now teachers with no experience of unstreamed classes may find it hard to get help: "Surely that's been with us too long to need any more work done on it," I heard one adviser say. In my own County help has been forthcoming but this seems not to be standard.

Most comprehensives, it seems, now have mixed-ability classes until the end of the third year. Streamed classes are more common in years four and five when classes prepare for the two different public examinations. But the arrival of GCSE with its one course for all seems likely to lead to mixed ability from years one to five. Indeed, I have heard it said that English oral work is actually handicapped without a mixed ability group.

But are those of us at the chalkface so ready – if able and willing – to have mixed ability wished upon us? Are we so *au fait* with the "work done on upon us? Are we so *au fait* with the "work done on it"? Do we even share a common understanding of the term mixed ability? Are such classes composed, for instance, with reference to primary school tests? If so, is that not a mixed-attainment class? Do you consider primary school references? If so, does that take you in the direction of mixed-aptitude and interest, since Jenny who is quiet and biddable may earn a better reference than Johnny who is wild and wilful? What of the child who missed lots of primary school education through illness? If she has been untrained, is she also unable? Does social class come into school class grouping?

The criteria are, in fact desperately important. For every parent who will object if Jenny has to sit next to Johnny because Johnny is thick, there will be 20 to complain if Jenny can't work because Johnny won't let her.

For parents, mixed-attitude is likely to be a lot more alarming than mixed-ability (here comes the notion of the riff-raff again). It's not the less able kids who worry the parents of bright ones; it's the obstructive, destructive, malicious, who threaten good order and progress.

There are other things which might reasonably worry parents, not to mention the professionals. The Banbury experiment in the late seventies, where a huge school with four separate "halls" of pupils proved eminently researchable because two went mixed-ability and two stuck with streaming, indicated that – at least for a semi-rural school like Banbury – streaming or not was not necessarily crucial. More important, apparently, were such factors as the primary school children had previously attended, and the skills and experience of individual teachers.

One might well consider the teachers in the midst of all this, because according to the research by HMIs and NFER, the change in the make-up of the classes has not necessarily brought about the necessary change in teaching style.

And no wonder, you might say. Because most teachers were not trained for mixed-ability teaching. HMIs, in *Mixed Ability Work In Comprehensive Schools* (1978), reported that seldom more than one teacher in 20 in any school had been given any guidance on mixed-ability teaching during their initial training. They also reported that local authority assistance, in the form of courses and direct help, is rare.

Not surprising, then, that the Inspectors reported old-style whole class teaching was "often over-employed . . . to the point where the wide differences between pupils which existed in mixed-ability groups were seriously discounted."

There was also criticism of the ubiquitous work-sheet – "some were visually unattractive and technically incompetent."

More recently and more locally, I have heard worries expressed about a diet of worksheets which leaves youngsters at 15 unfamiliar with books and unable to operate without the close and secure framework of step-by-step instructions, as phrased in a life-time of bits of paper. If you thought they were the answer, you might be forgiven for thinking you can't win.

And winning is one of the issues that must concern the mixed-ability enthusiast. Will those who would have been winners under the old system lose out by mixing with their peers in all shapes and sizes of ability?

We were recently asked if our group-working sessions were organized with the best in one group, the least able in another. If that was how the class was organized, it was pointed out, then we were only perpetuating streaming, within the class instead of across the year. The groups, we were told, should also be mixed ability.

Why? So that the less able may learn from their peers.

"You mean, make fellow-educators out of your best pupils?"

"Well, yes, why not?"

There was at least one howl of anguish, when a member of staff declared that it was our duty to teach all the children, even the best, was it not? And another confessed that he was quite prepared to do just this in a classroom, but if his own child were to be thus used by another teacher, there would be hell to pay.

And there you are, back to streaming.

To admit to a hankering after streaming these days is almost the kind of heresy which no right-thinking teacher would like to be caught committing. Yet mixed-ability teaching has passed into educational practice on the basis of a lot of well-intentioned goodwill and very little research evidence. Every document you read on the subject – and there are in fact precious few of them – declares that more research and development is needed.

In *Fifteen Thousand Hours*, the influential study of 12 inner London comprehensives, the researchers found that in the two schools where children were in mixed-ability groups, it did not seem to make much difference. And when they looked at what other research there was on the influence of streaming versus mixed-ability, they concluded there wasn't enough of it "for any conclusion about the balance of advantages or disadvantages resulting from streamed or mixed-ability teaching".

The surprising thing is that it has passed into practice – become the gospel of the eighties – nevertheless. There seems to be a belief that it does help the less and least able, and it doesn't actually harm the most able. But that is all it really is, a belief.

If any child is at risk in mixed-ability teaching, it seems to be the able child – and that wouldn't be surprising, given that the push towards mixed-ability teaching is actually intended to improve the chances of the less able children who were left at the bottom of the streamed groups.

The HMIs in their discussion document said that they were "frequently doubtful whether the abler pupils in mixed-ability classes were being fully extended . . . Many expressed dissatisfaction with the standard at which they were expected to work . . . It seemed to HM Inspectors that pupils of above average ability – particularly the most able – were at the greatest disadvantage in the circumstances generally encountered in mixed-ability classes." There's a whole paragraph more of that, detailing evidence across subjects such as English, maths, modern languages and sciences, and it makes alarming reading, particularly if, like those parents I quoted at the start, you are convinced that yours is a bright child.

Is it possible that the academic chances of the most able are being sacrificed in the interests of the social advantages of the less able? Nationally, can we afford such a sacrifice? Morally, can we countenance it?

It seems that where choice is possible, parents go for streaming – isn't that what they pay for in the independent sector? Without funds for private education, some buy into grammar school catchment areas, or those of streamed comprehensives; by the evidence of my own eyes – and, I suspect, of a thousand estate agents – this is so.

Meanwhile, in maintained education, we seem increasingly to decide in favour of mixed-ability teaching, regardless of teacher-experience or preference, and in spite of poor resources and in many cases little preparation.

Perhaps it's a bit like democracy: not the perfect solution, but better than the alternatives.

Hilary Moriarty teaches in Gloucestershire.

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FEATURES



The front line

Judith Milner and Eric Blyth spell out teachers' key role in combating child abuse

Teachers find themselves in the front line of the detection and prevention of child abuse because of two unrelated but important events.

First, the report of the panel inquiring into the death of Jasmine Beckford recognized that schools have a crucial role in detecting victims. It also highlighted the dilemma Jasmine's nursery school was put in as a result of poor information from Brent social services department. The Beckford report made four clear recommendations about the role of teachers and these have been largely endorsed by the subsequent Department of Health and Social Security guidelines on child abuse procedures.

Second, the peak ages when such abuse is likely to start – between three to five-years-old and nine and eleven-years-old – highlights the importance of safety teaching and sex education in schools.

Our experience of being involved in training programmes for junior school heads in one authority shows that the government guidelines and procedures produced by local education authorities are woefully inadequate in offering positive help to teachers. Almost all the headteachers we met are currently, or have recently been, aware of abused children in their schools. They showed a very clear concern about these children and expressed a desire to be able to "do something".

Unfortunately, they all felt helpless because of lack of knowledge, worries about how to handle staff emotions, fear about events becoming blown up out of proportion, and a feeling that when they had involved social services departments they had not been able to remain involved and that outcomes had been far from satisfactory. Frequent comments were: "we never saw the child again", "nothing was done at all"; and "the child seemed to go further downhill".

In the light of these discussions with heads, we

'Teachers use optimism to protect themselves from the shocking reality'

would like to make some suggestions about the job of the teacher in child abuse cases and raise some questions about how it can be detected, managed and, ultimately, prevented by the confident use of an entire school team, including ancillary workers.

In fact, we would argue that the school should be the base from which child abuse of school age children in any community should be tackled and that child protection work by social workers is only necessary in extreme cases.

The job of teacher is unique as no other adult has the opportunity to get so close to children in so many ways. A social worker or health visitor calling on a family to investigate a suspicion of child abuse has to start to build a relationship with potentially unco-operative parents and can hardly ask the parents to undress the child for examination on each visit without arousing hostility or, at least, [illegible] parents feel inadequate and under constant scrutiny.

The work is fraught with difficulty and this is probably why social workers have a tendency to operate what the Beckford report referred to as "a rule of optimism", seizing on any small positives which make their work with families seem effective. Teachers too can be guilty of this. They use optimism to protect themselves from the shocking reality of what they may have to face if they investigate too deeply.

The first thing, then, that teachers should do is to talk in schools about child abuse and express their fears and anger about it before going any further. It is worth remembering that some research suggests that one in four of all girls are sexually abused before the age of 16 so there may well be teachers in the school with unresolved bad feelings about their own childhoods.

As abused children usually feel some guilt for what has happened, teachers need to free themselves up from the ghosts in their pasts so that they can encourage and respond to disclosures that will arise in their close daily contact with pupils.

Teachers in junior and infant schools are immensely important adults to their pupils. They are also physically close to their pupils – they see them undressed in games and swimming (an opportunity denied to other professionals. So they should be aware that children who regularly miss these activities or school medicals may well be hiding a secret. Equally, teachers know which of their pupils come into school on Mondays in a distressed state after a weekend at home – a probable indicator of a troubled and violent Saturday and Sunday.

Teachers also have the opportunity to observe children eating, although this activity is currently seen as demeaning by many teachers. This is a pity because gorging at mealtimes can be an indicator of an abused child. In fact, two undernourished, beaten boys were only recently indentified by a teacher noticing that they had "thirds" and "fourths" at school dinnertime.

We consider that meal times should be timetabled, pastoral lessons. There is little point in exercising one's professional teaching skills if the pupil is too hungry or too damaged to concentrate on lessons. Teachers need therefore, to exercise their powers of observation and assessment acutely at all times in the very special intimate setting of the school.

The teacher-pupil relationship also encourages secret sharing and we have found that teachers worry about how to handle their pupils' confidences. It really is quite simple. When a pupil asks a teacher if he or she can keep a secret, then just say: "Yes – if it is a good secret. But if it is a bad secret, one that might harm you, then [illegible] be able to keep [illegible]". A skilled teacher who has particularly good relationships with pupils, will be the recipient of many secrets but the problem is how to handle the disclosure of bad secrets. This can best be resolved by paying careful attention to where confidential discussions are to be held and by practising responses. This involves examination of the school environment and full staff discussioh.

The environment of a school seldom offers much opportunity for quiet reflection or private discussion. Teachers usually take a child who has made a serious disclosure about abuse to the headteacher's room. The child is asked to sit down, may even be offered a biscuit, and then questioned further by a kindly, well-intentioned head. Unless it is entirely usual for children to behave in this way in the head's room, this is likely to make the child feel more upset, more guilty and more fearful. Attendance at the headteacher's room is more frequently associated with trouble and discipline. Usually the only person who feels really comfortable in this room is the head.

Where schools have a secretary who dishes out plasters and aspirins, then her room may be a beter place in which to undertake a sensitive discussion. Alternatively, the class teacher may decide to send the whole class out to play, even if it is not play time, and contiue the discussion in the book corner.

The most important thing is for *all* the staff of a school to discuss their particular environment and choose an area to be designated private – it might only be a corner – but if it is recognized as such. Then there is no danger of the caretaker accidentally breaking up a delicate discussion between a teacher and a pupil.

The content of the discussion is important too. It is helpful if teachers practise receiving shocking communications so that they can react positively in a real life situation. Research shows that it is vitally important that abused children are reassured that it not their fault, especially where they may subsequently feel responsible for the imprisonment of a family member. Also, if children disclose a secret to a teacher, it means that the teacher is a competent professional who assures children of their individual worth. This worth and esteem must be emphasized to the child who is demonstrating trust in one adult although abused by another. To prevent a general mistrust of all adults is vital.

And it is not just children who disclose secrets. We were forcibly reminded of the need to be sensitive to parents' messages on school open days by one headteacher. He told us that he was surprised to see one mother at open day as she [illegible] involved with school staff in [illegible] voluntary capacity. But she needed the formal face-to-face situation to tell him that not only was her husband abusing both girls but that she was still being abused by her own father.

Teachers need, then, to be sensitive to mothers who book the last appointment (usually a sign that they need more than the regulation 5 minutes) and those who hover at the door before leaving. A sympathetic "there's something else isn't there . . .?" is appropriate here.

Teachers are generally skilled at eliciting disclosures, but hesitate to do so because of their fears about what they should do with the information subsequently. Too frequently, they end up either as individual counsellors or the situation seems to deteriorate. There are several steps teachers can take which will give them more control over the management of child abuse cases. The key to this lies in good communications.

When a child discloses a secret or the teacher observes bruises, withrawn behaviour or distress, then a written note should be made, including the date. The child may not repeat the story again and the reports of observations, although small in themselves, add up to a good dossier of substantial evidence should the case go to court and the judge is faced with a firmly denying, convincing adult and a timid, frightened child.

The head needs to make these communication patterns known to all staff. It is no good getting a brief verbal message on the corridor late on a Friday afternoon. The head also needs to make staff aware that they can talk over each case in private and not be made to feel that the teacher is making a fuss about nothing.

Following this, a referral needs to be made to the education welfare services and social services department. Although both the Beckford report and the DHSS gudelines recommend a liaison teacher for child abuse cases this is a retrograde step as teachers then see child abuse as someone else's responsibility – a common failing in [illegible]

'The link with the teacher is probably the only stability the child has'

pastoral care systems. Good teamwork with involved staff is much more important.

Vague telephone referrals are not good enough. The referral needs to be specific and preferably followed up with a written report. Social services departments then have a duty to investigate and it is normal practice to hold a case conference within 72 hours of the referral being made. It is vital that the head and class teacher attend the case conference and make sure that their voices are heard.

Remember, the child told a specific teacher about the abuse and this means that the teacher concerned is a good teacher who is providing the child with a safe environment. The child's continuing link with this relationship is important because it is probably the only stability the child has.

If the child is received into care, expediency may rule decisions about foster home or residential home placements. These might be outside the school's catchment area, but teachers should insist that the child still continues to attend the same school even if social services have to lay on a taxi service.

The teacher's continued involvement, the experience of their skilled teaching and the proof that the teacher cared enough to see the investigation through will prove to the child that some adults can be trusted. This is just as important as the careful therapy the child may receive from an expert social worker.

Too often the abused child is helpless and has to tell and tell again before he or she is believed. Such children are often considered to be "manipulative". Teachers need to ensure that they too do not feel helpless or too junior to represent the child's interest.

When a child is in care, the DHSS recommends that local education authorities should be given full information. Too often, this consists of nothing more than a list sent to head office.

If a child in any school is subject to a care order, regardless of whether he or she is in residential care, with foster parents or home on trial, teachers need to insist that social services departments inform them of the names of the nominated key workers in each instance so that teachers know who is ultimately responsible for parental decisions and responsibilities. Equally, teachers really should make their classrooms accessible to those social workers so that positive inter-agency co-operation can become a reality.

Although child abuse, especially child sexual abuse, is widespread, teachers are in a unique position to reduce the incidence quite dramatically in the future if they take prevention seriously. This largely consists of making children more confident and assertive as research shows that it is compliant, obedient children who are at risk.

An assertive child is also the teacher's best protection. For male teachers currently afraid to cuddle a child in case their behaviour is misunderstood, a "say no" programme means that both the child and the innocent adult is protected.

Safety teaching does not need to be a big issue in schools. As children in reception classes are especialy vulnerable, they can be protected by using the "say no" material in the same way that they are taught what to do if they get lost or see a fire. There is a wide range of books which are suitable for general inclusion in the book corner. The Rolf Harris video has also been widely used with great success, although we prefer the Kidscape programmes. These include an explanatory video which is useful for preview by all school staff and parents as well as classroom activities

'Adults need an opportunity to express their own disgust, embarrassment and anger'

packs. There is also a delightful follow-up book, *The Willow Street Kids*.

We also believe that the anatomically correct dolls used for investigation of child abuse with young children who lack verbal fluency have a much wider potential use. They are delightful rag dolls and we have consumer-tested them. Non-abused children do not misuse the dolls and we consider that these dolls are much more suitable for promoting a healthy body image than the stereotyped *Barbie* dolls with their long legs, narrow waists and bosoms.

We have found, however, that adults are often nervous of these dolls and embarrassed by them. Because of this, we would recommend that adults play with them first so that they become accustomed to them.

In fact, the key to successful safety and sex education seems to be involvement of adults in schools with the material available before it is used with pupils. Adults need an opportunity to express their own feelings of disgust, embarrassment and anger. When this has been worked through, they will feel comfortable in undertaking sound preventive teaching with no fears of being accused of being filthy or immoral.

Kidscape (Information), 82 Brook Street, London W1Y 1YG, including
Preventing Child Sexual Abuse, a practical guide to talking with children, Michelle Elliott;
The Willow Street Kids, It's your right to be safe, Michelle Elliott;
The Kidscape Kit – the primary kit for 5 to 11-year-olds.
Anatomical dolls are available from; *Show and Tell Dolls*, 23 Marley Combe Road, Haslemere, Surrey GU27 3SN.
A consumer guide is available in:
Social Work and Sexual Problems, Pepar Publications, 30 Knightlow Road, Harborne, Birmingham B17 8QB, J Milner 1986.

Judith Milner and Eric Blyth are senior lecturers in social work at Huddersfield Polytechnic.

FEATURES

Games of chance

Play isn't working says Linda Hall

In the traditional infants' school I experienced some 35 years ago, five-year-olds entered what was called the "reception class". It contained a variety of toys including magical things that few homes of the Forties or Fifties could afford, such as a piano or a Wendy house.

This class, with its activities and objects designed to promote play, was intended to acclimatize children to the routine of school and to ease the transition, if it were needed, from home to school. For some, of course, it wasn't needed. Many children, then as now, couldn't wait to get to school, partly for the company of other children of their own age and partly for the mental stimulation. Some, however, found this first separation from Mum extremely distressing so that it was the job of the reception class, with all its play objects, to help console the child.

Since the point of school in those days, however, was not the promotion of play itself, children soon moved out of the reception class into the next class where they began to grapple with what was then considered the real work of schools: the learning of the crucial skills of reading, writing and numeracy.

Nowadays, play no longer takes such a back seat in the process of learning as it did. All the infant classes (and even some of the junior classes) of the progressive primary school resemble the old-style reception class.

The Plowden Report of 20 years ago officially elevated play to its exalted prominence in the primary school, though it was certainly not the first attempt to do so. The 19th century German founder of Kindergarten schools, Friedrich Froebel, glorified play as "the highest phase of child development, the purest, most spiritual activity of man . . . it holds the source of all that is good". In our otherwise cynical era, it is surely surprising that this pre-Freudian, Romantic view of play has been accepted unreservedly by the educational establishment.

It seems that what started as an experiment 20 years ago has now hardened into the new orthodoxy. At least that is the impression one gains from the two guides for parents from the Surrey and Somerset education authorities reviewed recently in *The TES* (September 5, 1986).

While such publications are aware of parental (and public) reservations about modern methods like play, they fail to meet their criticisms head on. Instead, they offer explanation for justification, thereby labelling genuine parental concern as unfounded because it is based on ignorance rather than, as in some cases, the agonizing experience of having a nine-year-old in the family still unable to read.

What I find disappointing at a more academic level is the refusal to recognize the problematic nature of play as an educational concept. One of the main justifications for its widespread presence in infants schools is the contention that children actually *learn* through their play. There is no disputing this. Anyone who has ever watched a baby or young toddler cannot fail to be struck how it learns to manipulate its fingers and hands by playing with objects, how it learns to master motor skills by playfully repeating actions over and over again. Manual and motor dexterity certainly seem to develop in this way. However, it doesn't follow that the methods of learning suitable for babies and toddlers are applicable to five, six and seven-year-olds.

The problem with learning "the play way" is that it happens in a largely unconscious and wholly inarticulate manner, and is often quite accidental and random. To translate such a hit or miss way of learning to the infant or junior classroom is to leave far too much to chance and to waste much valuable time. It must inevitably slow down the process of learning at that point in their development when children are particularly keen to learn and are unusually receptive. What is more, such intellectually difficult and demanding skills as reading and writing cannot be acquired accidentally, as if children were plants who absorbed such skills as naturally as the air they breathe. If they did, we wouldn't need schools.

Even among the child psychologists there are those who are not so certain any longer of the value of play as an *efficient* means of learning. David Lewis, child psychologist and author of many books on developing children's intelligence, writes in *How to be a Gifted Parent* – "It was long believed that learning was an essential function of the seemingly aimless periods of play indulged in by the young of many species, that they were rehearsing the skills which would be needed in adult life. Young lions and kittens play at stalking and slaying one another. Small children, copying adult activities, discovered ways of doing things in a relaxed informal way. This once widely held view has now been challenged by some psychologists. They agree that a certain amount of learning does occur during haphazard play, but that *more effective* methods exist for teaching important, basic skills to the under fives. Their researches suggested that the best procedure is a combination of *direct instruction* followed by the opportunity to practise in a play situation. It is important to give a careful demonstration of what must be done and not to move too quickly". Because play by definition is unsystematic and unplanned, it leaves the growth of the pupil's mind to the haphazardness of chance.

Most children are sent to school in the expectation that they will be made to engage in something more purposeful and serious than play. After all, play is something they can do at any time outside school. This common sense perception of both parents and children is not sufficiently taken into account by progressively-minded teachers and educators and is often derided by them. To duplicate in school what is often possible at home does deem a waste of limited time and resources.

Schools vary in the amount of undirected play they require children to engage in. Some will even direct pupils to certain play activities though such direction does seem a contradiction in terms of the word "play" and must confuse some children. Indeed, the research carried out by sociologists Rachel Sharp and Antony Green (*Education and Social Control: a study of a progressive primary school*) suggests that some young children are confused.

What is questionable is whether teachers have any learning objectives for the undirected play activities they insist their pupils engage in. If they do not, then they are in the dangerous position of simply wasting the time of their pupils. Is it any surprise that one of the most frequently voiced objections by parents and other outsiders to the play system of learning is the amount of time wasting in it? As far as undirected play goes, this criticism is hard to deny.

Some of the play engaged in by infants is actually directed and supervised by the teacher. In that case the teacher will have a *learning objective* for the activity. But even those concepts and the knowledge that teachers attempt to convey to their pupils through play may well be shortlived (or, indeed, make no impression at all) largely because children do not take play seriously. This may be seen in the incident of the infants' teacher who told an eager mother at the end of the day that her child had learnt the concept of volume while playing with the water tray. This sounded very impressive until the mother learned from her daughter that she had been "washing some old bottles".

The idea of learning through play, whether directed or undirected, assumes that children need to bump into concepts, knowledge or learning in the course of activities the child has willingly chosen for reasons other than the possible learning involved in them. It is considered that learning acquired in this roundabout way is preferable to instruction because presumably it will be internalized and therefore stay with the child longer. However, the haphazard, accidental and disjointed nature of such learning surely makes it less likely to penetrate the child's consciousness than a planned, structured sequence of lessons would do.

Parents' perception of school is that its job is to be concerned with very serious and important matters. The common sense perception of school is that it should provide the information and skills that cannot readily be found elsewhere or be easily imparted at home. Indeed, this is the unspoken agreement between parents and the State that justifies the continued existence of compulsory schooling. This is especially true of intellectual skills, like the power to reason or make logical deductions, that require a long, carefully planned and ordered course of study.

The difficulty for parents today is that schools see their function in much broader terms. Some critics, like Bereiter, argue that schools have in fact usurped the business of the home. As schools increasingly see themselves as "'total" institutions, fulfilling what used to be the function of home and church, they increasingly justify what they are about in more than simply academic or intellectual terms. Such teachers justify "play" as important for the social and/or personal development of their pupils even when those same pupils may have already attended playgroups and nursery schools for several years before entering the infants. Some also suggest a psychological "need" for play. Children could just as well have a psychological need to *stop playing* on entering school, yet this possibility is never considered.

Rousseau wrote of his Emile that "work or play are all one to him; his games are his work; he knows no difference". The progressive infant school has interpreted this as a need to play even at school. But surely the opposite interpretation is also possible. Work is so much like a game for small children that it is actually enjoyable. Parents can certainly testify to the sheer joy that even young babies and toddlers derive from mastering motor/manual skills which they have worked at repeatedly. Nothing enhances their sense of self, their confidence in themselves more. It is work not play that children need if they are to develop a view of themselves as achievers.





Because play is unsystematic and unplanned it leaves the growth of the pupil's mind to the haphazardness of chance

TALKBACK

PRIMARY INDUSTRY

Insider dealing

Leslie Barnes and Rosamond Barnes

Many schools have responded to industry year by organizing visits to local factories; but schools themselves are full of industrial and technological expertise waiting to be discovered.

There is an adult workforce present using sophisticated equipment without the need to leave the school premises.

We made use of these readily available resources in a class project. The objective was the development of children's language through collaborative groupwork, which recent research has shown to be widely advocated but rarely found in practice.

We looked at the utilities coming into the school: the means by which electricity, water, gas or oil enters the school and is transmitted, regulated, metered and consumed. Then there is the telephone and waste disposal.

The caretaker, the secretary, the cook and the headteacher, have daily work routines that children can observe. In the boiler room, the caretaker can explain to the class how the school is heated, and how lighting and power are supplied. The secretary can explain how the telephone is used and so on.

Since children learn best when they are active participants, it was important that they went to meet these people at work, observed them and tried their hand at using the equipment where possible.

Having tried this approach with a mixed class of top infants and lower juniors, we decided to modify and extend the project with a class of middle and top infants aged between six and seven and a half. This time we broadened the study to consider how machines, and technology in general, help people who work in school.

We looked at the work of the caretaker and singled out the floor polisher and vacuum cleaner for detailed investigation; the secretary for the use of the typewriter and duplicator; the cook for the use of the mixing machine, potato peeler, chopper and cooker; and the auxiliary for use of the computer, tape recorder and overhead projector.

We wanted the emphasis to be on 'hands on' experience, using technology to record information where possible. At the same time we wanted to develop social relationships both by working in groups and by learning to relate to a wider circle of adults. We wanted an emphasis on talking and listening with rather less emphasis on writing and reading.

So the children worked in groups of four or five. They interviewed staff using a tape recorder, deciding on the questions to be asked and playing back the tape to consider the responses. They then produced a verbal report (or, for those who were able, a written one) which was read out to their peers and teacher.

Each group studied a different set of machines, learned how to work them and interviewed the operators. The children also made models of both the equipment and the staff that operated it. These were placed in a corner of the classroom as a reminder of the project.

The development of logical thought was high on the list of our objectives. We got the children to think through the sequence of actions required to operate each machine and to make a record in the form of a series of working instructions for the operator. Imaginative writing was also encouraged, so the children wrote about what happened to the machines when the school closed and night arrived. Most saw the machines having human attributes, perhaps following the stimulus of hearing the story "Charley and the Machines" (*Pictures In Your Mind*: BBC Radio).

The project was spread over half a term. At the end we asked the children in groups about their experiences and tape-recorded their responses giving further opportunity for spoken language development. There was no doubt about the enthusiasm which the project had generated. Their descriptions of the work of the caretaker, secretary and cook were so detailed and informative we had to cut the conversations short through lack of time. A final phase of the project involved taking the children's collaboratively produced stories and typing them into the computer (with teacher help) from which was obtained a print-out. This meant each child had a legible transcript that could be kept in a folder and taken home to read.

This we considered to be particularly beneficial for those children who have the mental ability to construct an account or create a story but not the writing skills to record it.

Grounding the work on real experiences provided the motivation for children to produce descriptive and imaginative writing. And providing the tools (tape recorder, computer), for recording their ideas where they lacked the writing skills, gave the children a feeling of success and achievement.

Leslie Barnes lectures in primary education at the University of Durham but has been teaching for a term at Tudhoe Colliery School, Durham, where Rosamond Barnes is a teacher.



They also serve: school kitchens and boiler rooms provide examples of technology at work

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FOSTERING PARENTAL PROTEST

After the barn dance

Carolyn Moran

Once upon a time, the funds parents raised for schools were spent on items known as "extras", which usually meant carpets, curtains and things like display shelves or new storage cupboards. Nowadays, the money is more likely to go towards new reading books for the infants, or even materials for GCSE. Almost without noticing it, parents have slipped into subsidizing the essentials in what is supposed to be a maintained education system.

Fund-raising appeals to many parents. They contribute their time and their particular talents to support a school because their child is one of its members. They have the satisfaction of seeing new equipment as a result of their labours.

Heads encourage these efforts. Without them, the children would suffer and neither teachers nor parents want that.

The Dorset Parents' Action Group has just conducted a survey in the county's secondary schools to discover their level of funding for the GCSE exam. They are severely under-resourced, and have only about one-third to one-half of the money required. Schools must neither find the money from outside, or divert it from within and thus deprive the younger members in the lower year groups.

So parents will be fund-raising again, and in so doing obscuring the poverty of the present situation.

Parents who have expended their energies on organizing the barn dance or barbecue usually see little need to do anything else. The level of awareness among parents about the current plight of education is amazingly low. They may know the national situation is bad, but feel that "their" school is really quite well-off.

No one has suggested to them that writing a letter to their local county councillor or MP is at least as important as running the ice cream stall at the summer fair.

And yet, one Dorset MP has said that if he receives six letters on the same topic, he will take that issue very seriously. County councillors report on correspondence at their meetings. If they have letters in front of them, these carry weight and can influence decisions.

Schools that so shrewdly encourage fund-raising should also urge parents to write letters. It would not be hard to provide a skeleton outline of "how to write to your MP and county councillor" together with the relevant addresses. Parents should be told about the difficulties their school is having rather than allow them to think that all is well if it is not.

Education is not free. We pay for it in rates and taxes, and there is no need for anyone to feel apologetic about expressing concern if the funding is inadequate.

The governors and head of one Dorset school sent home a useful list of facts to parents, expressed in a way most people can understand. For example, they say that the allowance for each 11 to 16-year-old in a Dorset comprehensive school is £38.38 per annum – or £1 per working week. If each pupil is taught for seven periods a day for 35 weeks of the year, this sum works out at 3.1p per pupil for each lesson.

If someone breaks a single small glass beaker at 82p in a science period, this constitutes the total pupil lesson allowance for the whole class for that particular lesson.

Raising funds for basics should be an interim measure only. In the long term, the shortfall is too great. Education is in crisis, and we are in danger of producing a generation of children who have never reached their full potential, because the quality of schooling that they needed was not there.

Carolyn Moran is a parent and a supporter of Dorset Parents' Action Group.

UNIVERSITY INTERVIEWS

Coping with incompetent dons

Keith Mallinson

One of our students walked out of a university interview last week.

I do not normally condone bad manners, but on this occasion I reacted to her information with a mixture of anger and exultation. She had been abused, patronized and finally driven into an early exit by the insensitive interviewing of a middle-aged academic at one of our most respected universities.

Cases of this type seem to be on the increase. Part of my usual pre-interview briefing now includes some remarks on "How to handle incompetent interviewers": what to do with the don who does not listen to your replies or interrupts you; how to handle personal abuse or aggressive displays of academic boredom; how to react to being patronized (Tyneside females seem to be in double danger here), or to deliberate unsettling tactics. Rule one seems to be – try to make your interviewer feel at ease . . .

Am I alone in feeling a mounting sense of anger and frustration when told horror stories by earnest UCCA and poly candidates? Is it really these candidates who should take crash courses in stress handling, when the institutions of higher education could be reminding their own staff of what interviews are for? Am I naïve – an ageing relic of the humanist sixties? – in thinking that interviews help universities choose their potential students only when certain basic commonsense guidelines apply?

It seems to me that the universities need to bear in mind several basic points: the cost of travel as well as the emotional investment of students; the contrast between the importance these vulnerable 17 to 18-year-olds attach to the interview, with the bland attitude of dons presumably conscripted for this annual chore.

Rightly or wrongly, our students see those people as the key to their future. They ought not to be subjected to intellectual bullying by small-minded academics or amateur psychologists who seek, it seems, to find out "what the student is made of".

At 18, I doubt if I could have handled the interviewer who lounged, posed, feet on table and face hidden behind a newspaper, and said: "Go on then, stimulate me!"; or the general inter-personal relations who, when told which set books a student had read, spent most of the interview in a monologue on those the student admitted were unread.

I'm glad our student walked out. I applaud her courage and self-possession. I hope her example will help others. I am only sad that so little has changed in the attitudes of academics towards the outside world that we need to prepare for this.

I sincerely hope that my comments does not strike a chord with many sixth-form teachers. I fear it might.

Keith Mallinson is tutor and head of history at Tynemouth Sixth Form College.



Beware the bore of education

UNPAID SUPPLY

An offer I can't refuse

Emma Haines

It was cold and grey; the wind swept in from the sea as I spent three hours shivering in the company of 20 11-year-olds and their teacher. The field trip was well-planned and the teacher was good company. What, then, apart from the weather upset me?

Officially, I was a voluntary helper. I had offered my services to the headteacher and she had accepted. My arm hadn't been twisted, or had it?

The previous week I and the half dozen or so other supply teachers who work regularly at the school had received a letter, giving details of the school's local history project; the trips involved and the need for helpers. It went on to say that I was one of a group being notified and that, although no payment could be offered, my interest in the school would, she hoped, lead to me coming forward to for at least half a day.

Perhaps I was wrong to interpret the underlying message as "If you want to stay on my supply list, come up with the goods."

I didn't risk it. Having given up a full-time teaching post to work for myself, I need my few days' supply teaching to provide something like regular income. I offered my services "freely" and as a result I spent yesterday tramping over wet grassland, looking at dry stone walls and medieval churches, feeling rather like a victim of the Mafia who had just paid up half his takings to avoid having his shop window kicked in.

I can see the head's argument. Trips need extra staff. Parents are useful, but teachers are even better. If she provides us with employment, surely she can ask for a favour in return? From my side of the fence it smacks of 19th-century patronage.

Has the Department of Education and Science circulated those in charge of educational establishments with a list of handy hints on how to save money? At Christmas, I received a card from an old college friend who is trying to return to teaching after a break to have her children. She is hoping to be given some part-time teaching in the education wing of a prison. For several months she has been working there voluntarily because no one is considered for paid employment without doing so.

I have nothing against voluntary work. I give my own time willingly to a local organization. I enjoy what I do and I do it without any sense of compulsion. It has nothing whatever to do with selling my professional expertise cheap, in order to be given the opportunity to work. Of course those of us who fall victim to this type of blackmail have only ourselves to blame and can always refuse. But does that make the situation just?

CHESS

Short story

Raymond Keene on Britain's chess prodigy

Nigel Short, the British chess prodigy, first leapt to prominence during the 1977 British Championship held that summer in Brighton. After the first week of play, the extraordinary news broke that a 12-year-old schoolboy from Bolton had comprehensively demolished the ten-times British Champion, Dr Jonathan Penrose. Nigel has always exhibited a buoyant and optimistic approach to life and to chess. It was typical of him that after this astounding win he should race up to London over the mid-weekend Sunday (which had been set aside as a rest period for the championship competitors) to challenge the then world champion, Anatoly Karpov, in a simultaneous display. In that stern test of the youngster's prowess Nigel put up a great fight, but was ultimately vanquished. Returning to Brighton, drained by his efforts, his performance in the second week of the championship was muted. But his win against Penrose would already have been sufficient to ensure Nigel's place in the minutely documented annals of chess statistics.

Nigel's progress did not stop there. In 1979 he tied for first place in the British Championship – a truly remarkable performance for a 14-year-old, reminiscent of Bobby Fischer's exploits. The following year, he won the BBC TV Mastergame beating established greats like Svetozar Gligoric, Robert Byrne and England's Olympic number one, Tony Miles. Nigel dispatched a disgruntled Miles in the Final, a harbinger of things to come, since he had not yet even been officially selected for the England Olympic team.

In 1983 Nigel became one of the very few westerners to win first prize in an international tournament in the USSR, appropriately enough in Baku, Gary Kasparov's home town, the capital of the Southern Republic of Azerbaijan. He went on to take the British championship outright in 1984, became the first Briton ever to qualify for the World Championship Candidates' tournament and at Thessaloniki 1984 and Dubai 1986 was twice winner of the Olympic Team silver medals. His glittering successes have now rocketed him to number seven position on the world ranking list and he is widely regarded as the only credible western challenger to Kasparov's throne. Significantly, most of Short's rivals in slots one to six are not only Eastern Europeans but notably older than he is. His best years are yet to come."

There has never been anyone like Nigel Short before in British chess. Chess develops mental agility and rational, independent thought, but it also relies on the exercise of experience. Yet, Nigel, still just 21, has already established himself as a symbol to young people of what can be achieved by individual effort. He positively glows with independence and a fierce desire to succeed, qualities in the young which have too often been discouraged or tamed.

British chess over the past few years has reached an apex never before imagined. Already number two in the world, we are challenging the Soviets (whose national game chess is) for the number one spot and Nigel Short is firmly in the vanguard of this challenge.

The tangible expression of this is his six game speed chess challenge to the world champion, Gary Kasparov, at the fashionable London Hippodrome, by invitation of Peter Stringfellow, on February 4 and 5. Thames Television producer Michael Feldman spared no effort to transform this into a media-friendly event. The two Grandmasters both wore dinner jackets (black or white depending on who played with which colour) while David Levy's Intelligent Chess Software screens transmitted the moves instantaneously to an invited studio audience as well as providing information for those watching the subsequent television programmes at home. In recognition of the role played by chess in academic achievement, George Walden MP, the Parliamentary Under-Secretary of State for Education and Science, presented the trophy offered by the London Docklands Development Corporation, who sponsored the match. Mr Walden has always taken a keen interest in chess. In a debate in Parliament on May 23rd last year he said: "Chess clearly helps to promote a logical approach to problems, clarity of thought and the ability to formulate strategies under pressure." And it was George Walden who made the ceremonial first move for Karpov in last summer's World Championship.

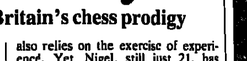
Nigel's match with Kasparov is the first of its kind in the long history of the game of chess. In the past, world champions have been understandably reluctant to face powerful opponents in matches outside the official title framework. Rare exceptions are Lasker's mini-match with Janowsky in 1909 (drawn 2–2) – which was, in fact, the prelude to a clash for the championship; Lasker against Tarrasch in 1916 (Lasker won 3½–½, the object being to raise money for the Red Cross during the War) and Botvinnik-Taimanov in 1952 (3½–2½ to Botvinnik). But this exercise was forced on Botvinnik as the tie-break for that year's USSR Championship.

Imagine the setback to morale and status which would ensue were the champion to venture on such a head-to-head contest and lose. But the eager Kasparov has already encountered Timman and Miles in this fashion, winning 4–2 and 5½–½ respectively, the latter case representing an extraordinary margin of victory considering the strength of his opponent.

But the Short-Kasparov match has incorporated a revolutionary technical innovation as its basic premise. Where this match breaks sharply from all of its predecessors is in the time-scale for the games. This has been specifically designed to ensure that chess becomes both telegenic and exciting as a live spectator sport. For every game the players will have 25 minutes each available on their clocks. If the outcome of a game has not already been resolved by resignation, checkmate or agreement to a draw, then the first player to consume his allocated portion of 25 minutes would automatically lose the game. As a result of this accelerated time-control, six games could be played over two days, and a significant portion of the drama of live combat captured for the television series. In contrast, the vastly slower tempo of the Kasparov – Karpov World Championship (an average of just over 2 games per week) virtually precluded live-action TV coverage. The six programmes are now being screened on Channel 4 on Saturday afternoons. Game scores and results cannot be published until the programmes have been screened, but in my monthly article I will keep TES readers abreast of what happened when Nigel met the Goliath of the chessboard.



Nigel Short prepares to do battle with the world champion, Gary Kasparov



Nigel's score up to now against Kasparov consists of one win, one draw and one loss. Here are the moves of his victory against the world champion from the tournament in Brussels last December. Students of chess analysis will do well to examine the complexities of the position after White's 41st move Re8 to see if the world champion has a way out of his difficulties.

Short – Kasparov, Sicilian Defence.
1 e4 c5 2 Nf3 d6 3 d4 cxd4 4 Nxd4 Nf6 5 Nc3 a6 6 Be3 e6 7 Qd2 b5 8 f3 Nbd7 9 g4 h6 10 0-0-0 Bb7 11 Bd3 Ne5 12 Rhe1 Rc8 13 Kb1 Be7 14 h4 b4 15 Ne4 Qa5 16 b3 Nfd7 17 a5 g6 18 f4 Nxd3 19 cxd3 hxg5 20 hxg5 d5 21 f5 e5 22 cxd5 Qxd5 23 f6 Bd6 24 Nc2 a5 25 Ba7 Kf8 26 Nc3 Qe6 27 Nc4 Kg8 28 Nxd6 Qxd6 29 Nb2 Rc3 30 Nc4 Qd5 31 Nc3 Qc6 32 Rc1 Qa6 33 Rxc3 bxc3 34 Qxc3 Qxa7 35 Qc7 Qd4 36 Qxb7 Qxd3+37 Nc2 Rh2 38 Qc8+ Nf8 39 Rxe5 Rh1+ 40 Kb2 Qd2 41 Re8 Qd6 42 RdRQe5+ 43 Ka3 Kh7 44 RxfR Qd6+ 45 b4 Black resigned.

Since Blackburne beat Lasker in London in 1899 only four games have been won by British players against reigning world champions: Penrose v Tal 1960 Olympics; Miles v Karpov, European Team Championship 1980 and Miles v Karpov again, BBC Mastergame 1983. Finally, Nigel's game against Kasparov from Brussels. Now Nigel has the chance to double this success rate. That is unlikely, but I would not be surprised, writing before the match as I do, if Nigel were to land a couple of direct hits.

Ray Keene will be providing the in-game move commentary for the Channel 4 Short-Kasparov series. He will also be writing the Batsford book, available in the final week of screening.

Dedicated to success

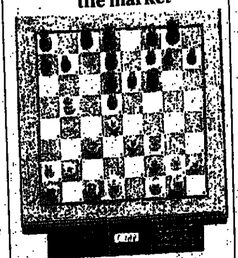
Eric Hallsworth surveys the chess computers on the market

Chess-playing computers intended for home use have been in existence since 1977, but 1986 may well be regarded as a landmark year when these machines reached new and unexpected heights.

Technical advances in both the move programming and processing have improved the playing skills considerably as has the decision by leading manufacturers to incorporate into their chess computers a set of features which turns them into chess tutors, analysts and all-round chess companions. Manufacturers have also turned to top chess masters to work in partnership with their computer programmers.

The latest computers have as much knowledge of many difficult and tactical points of the game as a master has and the machines with additional advanced features which show something of their thinking methods enable them to impart knowledge of real quality and benefit for the fortunate owner.

Chess-playing systems come in four different types: dedicated chess computers and software on disc or tape for use with a specific home computer. Amstrad, Atari, BBC, Commodore, IBM, QL and Spectrum all have good chess playing programs available. However we will stay with dedicated chess computers in this article.



Mephisto exclusive

The first type is the one in which the user makes his move known to the machine by gently pressing the piece he wants to move on to the square it is leaving. The computer is a "plug in" model meaning that the playing pieces protrude at the bottom and fit into a

part is under the hole and responds when the piece is pressed on to it. The user presses the square on to which the piece is to go to complete his move.

The table model operates in exactly the same way except that the pieces are flat on the bottom and are gently pressed directly on to the board which will be larger and designed for table use. These machines will usually operate on batteries; some will be usable by mains adaptor as well.

The third type of dedicated machine has a solid board, often quality wood, and is the equivalent of a genuine Tournament chess set with sizes varying from medium to full size. Magnets in the pieces relate to magnetic reeds in the board so that the simple act of lifting and moving a piece is enough for the computer to know what has moved and where it has gone. The game is exactly like playing another person except that you will have to move the computer's piece for it. The machine lets the user know what its move is by lighting small LEDs on the board; first the square with the piece that is to be moved lights up, then the square it is to go to. You simply move the piece to its new place, the computer will "beep" . . . and it's your turn to move again.

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CHESS





Catch them young . . .

Cathy Haslinger with chess-playing siblings

Three star players

Nick Baker looks at the up-and-coming talent

"Sneaky and observant" is the verdict of one young chess fanatic on the play of 12-year-old Matthew Sadler. "His strength is in his middle game. He makes complicated combinations in which opponents often blunder."

Matthew occupies the bottom board of the England under 16 junior squad – a considerable achievement in view of his age. At eight he was nagging his chess playing father to teach him to play. Eventually, it was his (non chess playing) grandfather who taught Matthew the rules out of a book. Now Matthew plays weekly at club level, and tournament chess during the holidays. Like many young players, he finds that a chess computer is a useful practice tool, particularly when the necessary strong opposition is a little thin on the ground.

"I use it to try out new ideas or to set up positions that I can analyse," he says. Unfortunately, Matthew finds himself beating the computer more often than not, and really needs a more powerful model to replace it, but at the moment it's out of his price range. Meanwhile, he gets monthly tuition sessions from International Master Nigel Davies, which he finds very useful, particularly when it comes to post mortem examinations of the few games in which he has been beaten.

At school in Chatham Matthew occasionally gets the opportunity to play house chess, but, without a trace of immodesty he says that he finds the opposition not strong enough. At the moment, his ambition is simple. He wants to be the best in the world.

Fifteen-year-old Michael Adams shares the British Under 21 title with four others, and is British Junior Squad under 21 Champion. His long-term ambition is to turn professional. At the moment, though, he must content himself with being two thirds of the way to the title of International Master. Opportunities to play in the necessary tournaments are few and far between, and as GCSEs loom large Michael is having to make some serious decisions about how he spends his time. Luckily, Truro School is very supportive and understanding about the odd day off, though Michael is careful to keep it to the minimum, and is looking forward to a time after his A levels when he can concentrate everything into playing chess.

Living in Cornwall can cause problems, and Michael spends a good deal of school holiday time travelling to competitions. Spurning chess computers as "not sophisticated enough", he is coached by International Master Shaun Taulbut. However, Shaun lives in Reading, and tuition, in the main, is confined to postal transactions. (Incidentally, coaching at this level isn't open to all comers. The British Chess Federation sponsors the coaching of the most talented young players.)

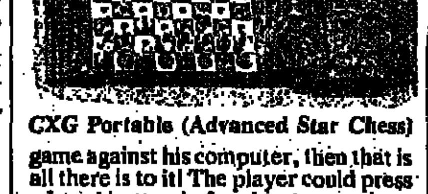
Of course, the family that plays together has some distinct advantages. The chess playing Haslinger family of Hayes, Middlesex, comprises Mike, a club and league player and his 14-year-old son Gareth (ranked at number four for his age group), his 13-year-old daughter Cathy (probably ninth or tenth for her age group). Then there are Mandy (6) and Stewart (5), who both play a little tournament chess, and Toby (2) who can lay out the pieces correctly, if he's in the mood.

There are disadvantages, though. Gareth's and Cathy's tournaments sometimes clash, and at the moment, they find it hard to play "friendly" chess together at home. The only time they meet across the board is at official fixtures. All the same, the fact that almost the whole family plays and has a definite pecking order which puts Gareth a nose ahead of his father, is a great spur to Cathy.

"I can see why they have separate tournaments for girls. It's to attract more of them to the game," she says, "but I much prefer to play in mixed tournaments. I learn more." One of the things she's learnt is to channel her natural indignance at opponents who say things like "Oh God, this is the third girl I've played today" into legitimate on board aggression. She's also learning concentration and tactics by playing five minute games with dad, and at the moment isn't at all concerned that she might be distracted from the game by other interests – a common reason why girl players drop out of the chess world.

Cathy's success makes her an excellent ambassador for equal opportunities chess. Her friends are always impressed by her foreign travel and her odd appearance in the papers and on TV: "The day after that happens everyone in my class wants to have a game with me."

continued



CXG Portable (Advanced Star Chess)

game against his computer, then that is all there is to it! The player could press a Level button before he starts, selecting 1 for quickest play (and thus the weakest computer play, for it has least time to think in); or 2, 3 or more for longer time allowances and stronger play by the machine.

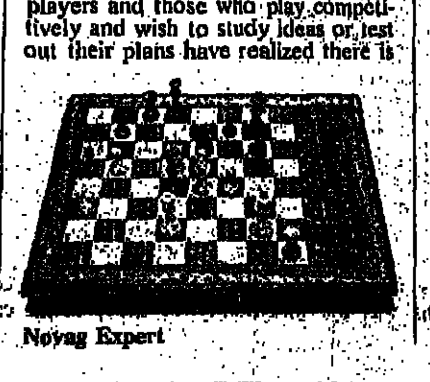
What happens if you make a mistake? Even the most experienced player can overlook that he's in check sometimes. . . Or perhaps you accidentally move a piece to a wrong square. Usually a double Error beep accompanied by a flashing Error light warns the user of his mistake while the machine, wisely leaves the original square of the piece flashing so that the player can easily replace it. These facilities plus the willingness of the computer to play against a complete beginner for as long as he wants while he learns, are in themselves adequate reason for using a chess computer from one's earliest days at the game.

Other features which are of real value to the beginner are items such as the Hint and Take Back buttons. The latter allows you to take a move back if you suddenly realize you've made a blunder. In a real game, of course, a mistake is a mistake and your piece would be swiftly taken. But the computer will allow you to take your bad moves back so that you can try again. The Hint button is also valuable. On average players have a choice of 30 and 40 legal moves at every turn. Some will be blunders, such as allowing one of your pieces to be captured; some will be mistakes leading to the loss of a piece if the opponent finds the correct moves needed to force the capture. Other mistakes are putting your piece too far away from the main action or letting them get into blocked positions where they have no freedom. Or perhaps you need to make a move which has good defensive virtues, or you can take advantage of an opponent's mistake and win one of his pieces or mount an attack on his King.

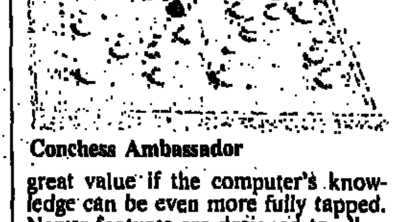
On every turn there will be choices like these. Perhaps three or four moves can be called "quite good". . . only one of them is "best"! It is finding these moves at every turn that separates the average players, the experts, international masters, grand masters and the world champion.

This is when the Hint button comes in. Before making its own move the computer will have decided what it thinks may be your best move, and it is prepared to let you know this secret when you press Hint. Doing this as a learner can help awaken you to a threat you hadn't noticed, or maybe show the start of an attack for yourself you didn't realize was there.

The chess computer is now helping you not just to play chess, but to play better chess. In giving hints, it has started to pass on to its owner the benefits of its vast amounts of knowledge on how to play the game. Keen players and those who play competitively and wish to study ideas or test out their plans have realized there is



Novag Expert



Conchess Ambassador

great value if the computer's knowledge can be even more fully tapped. Newer features are designed to allow just that.

Many machines are now available with Liquid Crystal Displays (like those you get on a watch). Part of the information they give will be details of the amount of time each player has spent thinking when it is his turn. In competitive chess each player has to make his move in a set time (for example, 40 moves in 1 hour). You lose the game if you fail to do this so that one actually has to play one's best chess under a time control situation making the game even more challenging. A chess computer is an ideal way of getting used to playing in these conditions and their clocks help you keep track of your progress.

Another exciting possibility available with some displays is an evaluation of a position by the computer. In other words it will tell who it thinks is winning and by how much at every stage of the game.

The tremendous value of this is that the player can judge exactly which of his moves in a game are good, and which are not so good. After the game he can go back to his weakest moves and try out alternatives taking note of the computer's opinion of each one. In any difficult position he can investigate the effects of a choice of moves to discover which ones seem best and which are to be avoided. Studying his play like this the user obtains the full benefit of the computer's knowledge in any position, a method which is one of the quickest ways of learning to play good chess that there is.

Now that the reader knows something of the capabilities and advantages of chess computers here is a brief practical guide for those interested in buying their own. First purchase from manufacturers with established reputations, ie firms which have proved themselves over a few years of making chess computers and can therefore provide realiable machines able to perform up to standards advertised for them. Such firms would certainly include Chess King (the only British manufacturer), Conchess, CXG, Fidelity, Mephisto, Novag and SciSys. Some recommended buys from each of these are:

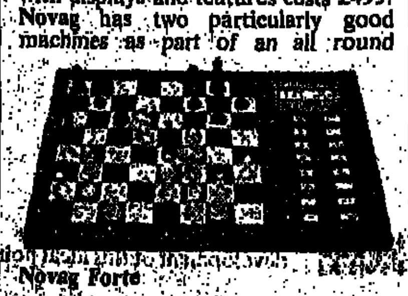
Chess King, a cheaper range, all under £100, eminently suitable for beginners and medium players;

Conchess, good range of auto-sensory boards though the basic programme is on the weak side and needs one of Conchess's extra modules for better players.

CXG has a very popular portable in the Advanced Star Chess at just under £70; a very good value table top model at £100 and a wooden auto sensory at £250.

Fidelity's two leading machines are the Par Excellence at £199 which is the strongest machine under £200 and the same program in a fine wood board with displays and features costs £499.

Novag has two particularly good machines as part of an all round



Novag Forte



SciSys Leonardo

service. The Expert is their wooden board auto sensory top machine at £399 – it plays in a most interesting and inventive style. Their press sensory Forte is an equally strong programme with fullest display and features for £249.

Mephisto may appear slightly dearer at a first glance but their machines are always ultra-reliable, fine in appearance and strong in play and all features. Their Rebell is £500 in a wood board; their Dallas, the current World Micro Champion, is available from around £1,000.

SciSys are in the process of bringing out their Leonardo on a wood Tournament board at £399. It has a weak beginning programme but the company is expected to provide a variety of increased strength modules as extras.

The following distributors can provide full details of all machines noted:

Competence Ltd (Fidelity), 17 St Johns Street, Wallingford, Oxfordshire OX10 0EA.

Contemporary Chess Computers (Conchess), 2-3 Noble Corner, Hounslow, Middlesex TW5 0PA.

Eureka Electronics (Chess King, CXG, Mephisto, Novag), 26 [illegible] Street, Brighton, East Sussex [illegible] 2HD.

The Kasparov Chess Computer Co (SciSys), 9 Grove Place, Weybridge, Surrey KT13 9BL. [illegible] *Eureka Electronics.*

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Review



Mary Evans

Voices from the abyss

By John Weightman

Last Letters: Prisons and Prisoners of the French Revolution. By Olivier Blanc, translated by Alan Sheridan.
Andre Deutsch £12.95. 0 233 97959 X.

Let me say, to begin with, that this is an interesting book, dishonoured by careless Englishing. The text is peppered with literalisms, dangling particles, misprinted dates and other oddities. To mention only two points: I was stymied by "that haddock, that monster", until I reflected that the fish must be *aigrefin*, a word which has the commoner, figurative meaning of "shady dealer"; and again by "Baron de Kalb- . . . the owner of a copy of *Le Manifeste de l'Empereur d'Autriche*, who was burnt at the stake before being executed as a deserter and an émigré". Was the poor man killed twice? I may be wrong, but I suspect that it was the offending publication which was ceremoniously burnt by the executioner, according to custom, before the Baron met his fate.

The book is all about how various people met their fate during the Terror of 1793–4. M. Blanc, while researching in the Archives Nationales among documents relating to Fouquier-Tinville, the Public Presecutor of the Revolutionary Tribunal, came across a mass of letters, written or dictated by the condemned on the eve of execution, but never, of course, delivered to the addressees. Out of these pathetic last testimonies, most of which have lain in cold storage for nearly two centuries, M. Blanc has selected 150, including some already published ones, such as those of Marie Antoinette and Madame Roland, and prefaced them with an account of prison life during the Terror. The English reader, brought up on *A Tale of Two Cities* and *The Scarlet Pimpernel*, can find here something of the reality behind the fictions.

By 1793, the dawn in which it had been bliss to be alive had been transformed from the best of times into the worst of times. Because of the threats from abroad and the divisions within, hysterical confusion reigned. There were about 40 prisons in Paris, some of them hastily improvised in former religious institutions and, as M. Blanc shows, conditions varied from the appallingly sordid to the almost pleasant. In some, rich people still had access to their money and could carry on a semblance of salon life, with conversation, music and love affairs, provided they also paid the expenses of the poorer inmates. In another, as was reported by an inspector afraid of cholera, the atmosphere was so fetid that torches wouldn't stay alight. The prison population was just as disparate, with aristocrats, republicans, fraudulent operators, common criminals, political and non-political people all jumbled together, and many of them there through accident, false denunciations or confusions of identity.

During the first months of the Terror, an element of legality still persisted, and more than half the accused escaped the death sentence. But as the fever mounted, the rules were changed: people could now be arrested because "they were suspected of being suspect", and even the minimal right of defence was abolished. In the first half of 1794, 1,370 victims went to the guillotine, some of them weeping, some with stoical or contemptuous dignity, some laughing and joking in the tumbrills until the very last moment. A number of the more fastidious ladies managed, through thick and thin, to keep one clean garment in reserve for their appearance on the scaffold.

A few lost their nerve but, generally speaking, their letters, like their behaviour, show the extraordinary resilience of human nature. Most of them, of course, were innocent of anything that might be called a crime, and many, understandably, had little idea of how they came to be where they were. But, knowing that they were going to die, they bade farewell to their nearest and dearest in nicely rounded, 18th-century sentences, gave instructions for the settling of their debts, arranged, where possible, to have their portraits painted in miniature by visiting artists to be enclosed, as mementoes, along with locks of hair; and, whether believers or non-believers, composed themselves to oblivion with considerable style. In the barbarous chaos, shreds of civilization survived.

The husband of the lady who had represented the Goddess of Reason during one of the famous national festivals, does not waver in his faith, although the Republic was about to slaughter him:

> "Republican woman, preserve your character, your courage. . .
> Raise my son in Republican principles. . . Hail to the Republicans!"

Charlotte Corday is exquisitely filial:–

> "Forgive me, my dear papa, for disposing of my life without your permission."

Lavoisier, the celebrated chemist, sounds almost too admirably reasonable:

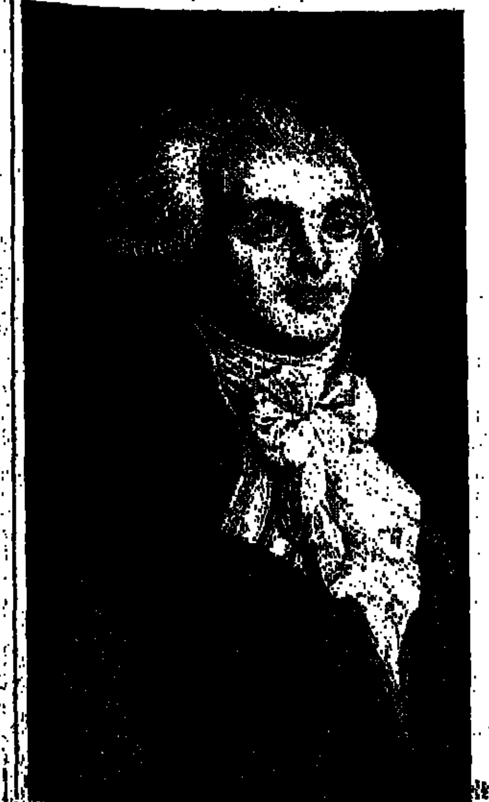
> "I have had quite a long career and, above all, a happy one, and I believe my memory will be accompanied by some glory. What more could I wish for? The events in which I am caught up will probably spare me the inconveniences of old age."

Jean-Jacques Durand, a former mayor of Montpellier, who was to call cheerfully "Farewell, my brothers!" to the crowd around the scaffold, displays perfect Christian fatalism:

> "My Beloved, Be not too much afflicted. . . I forgive my enemies; do likewise. . . What can one accuse men of, when God does all?"

Even the hated Fouquier-Tinville, when he fell from power and his turn came to die, protested his innocence – "I, who have never known intrigue, never been tormented by lust for wealth" – urged his wife to remarry if she got the chance, and enclosed a lock of his hair.

I am left with an unexpected thought. The authors of these poignant, undelivered letters at least had the satisfaction of knowing that their death would be a tragic spectacle; they would be paraded through the streets, before perishing sharply and dramatically, one by one, in front of an audience on a high platform in a public square. They would not be herded, naked, into gas chambers, or liquidated anonymously in cellars, or left to rot in labour camps or psychiatric wards. There is something to be said for the French Terror; in a sense, those were the good old days.



Man of principle

By Pierre Watter

The Revolutionary Career of Maximilien Robespierre. By David P Jordan.
The Free Press £17.95. 0 02 916530 X

Much has been written about Robespierre. He has been exalted by some, and vilified by others. Both factions, from their several standpoints, however, agree in considering him the personification, the incarnation of the Revolution. There is, undoubtedly, something strikingly special about the man. Danton, Marat, St Just, Mirabeau were all important and eminent actors in the dramatic events that began in 1789. But they were men whose personalities were distinct from their revolutionary personae. Not so Robespierre. He was a man wholly dedicated to what he conceived to be his historical mission, the political transformation of his country. In him, the private man vanishes in the public; and the public man is essentially a man of ideas, of principles, who sees himself as a symbol of what a new-style politician ought to be, and brings himself to public notice as the exemplary embodiment of this notion.

Professor Jordan's book is a study of the development of this ideal politician into a revolutionary that, so far as possible, uses Robespierre's own pamphlets and speeches. The result, while not an autobiography, is yet a fascinating account of how Robespierre produced himself. The term "produced" is proper in this context, given the intense self-awareness accompanying the evolution of this personality.

The Robespierre that rises from these pages is in many respects quite unlike his often received image. He always remained to some extent that little lawyer from Arras, conservative in his dress and manners in a way that recalled more the *ancien régime* than the era of the *sans culottes*. He considered himself a man of the people; but this was so only in terms of his ideal picture of the virtuous poor. His relations with the people themselves, whose mores could not please the man of virtue, of probity, of moderation, were distant and infrequent. He took no part in most of the tumultuous events of his years in Paris, for all that he hailed many of them as sublime or heroic.

Indeed, he was not a man of action. Essentially he was conservative in the sense that his first impulse was for moderation, peace, order. What led him to espouse and proclaim more and more extreme positions was the inflexibility of his principles. Not that these were in themselves such as ideally required violence and tyranny for their realization. Had men, had the newly emerging society, been more ideal, the principles would have become flesh without difficulty. But neither the one, nor the other, were so; and the more un-ideal they showed themselves to be, the more intolerant perforce became the insistence on the principles in their purity, and the more tyrannical and violent the means required to compel their acceptance.

Yet it is just this sticking to principle come what might that earned Robespierre the respect in which he came to be held. And Robespierre was a past-master at presenting himself as the exemplar to which others should aspire. His self-propaganda in which republican virtues and mores on the one hand, and the behaviour, indeed the very being, of Robespierre on the other, were asserted to be one and the same, gradually gained acceptance. Or rather, what as a result came to be believed in for a time, was the image thus projected of Robespierre as "The Incorruptible", worthy of leadership.

Professor Jordan gives an absorbing account of this, restricting himself to the years of Robespierre's life in Paris up to his fall. In this he is faithful to his subject, in whose voluminous writings there is virtually no mention of his life prior to his arrival in Paris. Whatever it might have been, it was, in his own estimation, of no significance, having contributed almost nothing of consequence to the creation of the political man of principle.

BOOKS

The Russian enigma

Peter Parker reviews the latest books on Soviet internal politics

Gorbachev: The path to power. By Christian Schmidt-Hauer.
Pan £3.50. 0 330 29680 9.
Crisis in the Kremlin. By Richard Owen.
Gollancz £12.95. 0 575 03635 4.
The Waking Giant. By Martin Walker.
Michael Joseph £14.95. 0 7181 2719 6.
Alone Together. By Elena Bonner.
Collins Harvill £11.00. 0 00 27120 4.
The Fifth International Sakharov Hearings.
Andre Deutsch £5.95. 0 233 98051 2.
the Soviet Army: 1918 to the present. By Albert Seaton and Joan Seaton.
The Bodley Head £16.00. 0 370 30535 3.
Confrontation. By Hugh Faringdon.
Routledge & Kegan Paul £19.95. 0 7102 0676 3.



Bonner, Sakharov, Gorbachev: totalitarian civility?

The release of dissidents; an international peace conference which did not degenerate into a braying attack upon the West; daily demonstrations in the streets of Moscow; assaults in broad daylight on Western journalists; a new policy of openness, but not one so open that former political prisoners can describe life in the Gulag in the Russian press.

Churchill, as ever, got it right. "I cannot forecast to you the actions of Russia," he said in 1939. "It is a riddle wrapped up in a mystery inside an enigma."

True, we have a view of Gorbachev – the charismatic speaker; the leader who has purged so many rivals tainted by the Brezhnev era that the survival of a few looks like a failure; the political visionary who believes his country must give its citizens more freedoms if it is to remain a great power, an outlook that would be seen as typically millenarian if the sentiments were not so firmly linked in our minds with republican civic humanism.

These exciting and confusing reports that reach us from the Soviet Union underline the closeted way in which policy over there is formed. What does Gorbachev want? or the KGB? or the army? or the party both centrally and in the provinces? Talk of the forces of change confronting solid conservatism is no more helpful. We know little enough of the agenda for change, let alone the priorities. And so we can hardly guess what concessions, for example, the KGB will demand for undertaking its drive against corruption or for having 140 dissidents released.

Take human rights: Andrei Sakharov has been freed from internal exile, dissidents have been released from labour camps and law reform is promised. But before heralding a new dawn one must balance against all this the seven well-known political prisoners who have died from medical neglect in the two years of Gorbachev's rule. There were five during the entire reigns of Andropov and Chernenko. Is increased neglect the result of political jockeying and the uncertain reach of the long arm of the politburo? Or is it deliberate policy so that would-be dissidents appreciate that changes of policy directed at public opinion abroad do not affect reality at home?

One returns to Gorbachev, his supporters, the extent of his authority and his priorities. Is he a technocrat, an apostle of the modern state who perceives that old-style central planning cannot meet the requirements of the electronic age? Is he a representative of the expanding professional classes, the first generation to have received widespread university education, to have avoided much of the terror of the Stalin years and so presumably to value freedom of thought, if not of its public expression? Is his purge of the party powerful simply the inevitable corollary of power being transferred from one faction to another, albeit under the banner of reform?

Or is the war against corruption, the increasing criticism of Soviet shortcomings in *Pravda* and tentative experiments with open markets and workers' councils a sign of an altogether more interesting phenomenon, a waking giant to use the title of Martin Walker's impressive portrait of the country, and if so, to what is Russia awakening: a period of decisive leadership? of economic miracles? of the flexing of muscles overseas? of a flowering intelligentsia? or even of an institutionalized respect for individual rights and of the means for making the state accountable to its people?

One thing is certain – Gorbachev is adept at using the media and is enjoying a honeymoon in the West. Christian Schmidt-Hauer's book *Gorbachev: the path to power* brilliantly conveys the feelings Gorbachev has aroused. He chronicles Gorbachev's meteoric rise from the Stavropol region of the Caucasus, where he introduced a form of performance related pay into agriculture, his friendship with Andropov, his bid for power and the speed with which he has ousted most of his rivals.

This is a breathless success story and Schmidt-Hauer's enthusiastic telling of it is the more valuable because his bouncy 169 page narrative includes the problematic legacy of 300 years of imperial rule: only reform can save the empire, only autocracy can attempt reform; but the centralizing agents of reform quickly add to the deadening layers of sclerotic institutions. Gorbachev, following Andropov, has chosen the KGB to be his vehicle for reform.

Continuity or change? Schmidt-Hauer, *Die Zeit*'s Moscow correspondent, is sceptical about whether even Gorbachev can overcome the nation's long history. Richard Owen, *The Times*' former correspondent in Moscow, provides a political history of the Soviet Union since the revolution. His book, *Crisis in the Kremlin*, concentrates on those six key periods in the Communist Party's history when one leader gave way to another.

One can accept his main conclusions – that the party is the source of real power and has found an orderly way of transferring it from one leader to another – and yet regret that he focuses so narrowly on manoevrings in the party leadership, and does not discuss how effective central directives are by the time they reach local parties out in the regions. (Recent research, for example, indicates that even in the 1930s the Communist Party was not a monolithic, omnipotent vehicle able to give effect to Stalin's every whim.)

Among the books reviewed here only Martin Walker's, the *Guardian*'s Moscow correspondent, forsees any possibility that the Communist Party will share power with other institutions. His is an interesting and justly praised book. His perspective on the Soviet Union is that of the yuppie, the new professional classes which have seen their opportunities immeasurably increase in the last 30 years. He identifies this group of scientists and lawyers and their needs as the sociological vanguard that will force the Soviet Union to change if it is to keep up with the post-industrial societies of the West, and argues that unless the country unleashes its historians against Stalin, Gorbachev's hopes for a bright Soviet future will collapse on spiritual sand.

The breadth of Martin Walker's book is impressive: he covers industrial reorganization, technological developments, the role of women, the level of military spending, the rise of the professions, nightlife, the KGB and foreign policy. Yet what of the depth? What really goes on in the minds of these lucky professionals?

For an answer one must turn elsewhere, to Elena Bonner's memoirs, written at high speed during her brief spell in the West for the heart surgery she was refused in her own country.

There is an episode in her book, *Alone Together*, in which she meets a famous Soviet actor, who had been arrested in the Thirties and during a long midnight train journey tries to convince him that the stories published about her are libellous. "He said what he believed, that things had changed in our country. But when he spoke I could see that he was convincing himself, not me," she writes. She asks him home for a cup of coffee. He refuses saying, "I'm afraid." "Of What?" "I'm afraid, that's all."

Her book is a tale of how courage, persistence, hunger strikes and a refusal to compromise eventually overcame the authorities – but it was only eventually; and in its struggle against the Sakharovs the KGB censored their mail; it twisted facts; it took misleading film, shot surreptitiously, and broadcast it on television; it hospitalized Andrei Sakharov against his will and forced him to take drugs that were damaging to his health. In short it demonstrated the confident arrogance which is the hallmark of unchecked power.

The western media do not emerge too well from this tale, and in the proceedings of The Fifth International Sakharov Hearings, David Satter, a former Moscow correspondent for the *Financial Times*, explains why: the Soviet Union arrests any of its citizens who dare to speak to Western journalists openly; and in any case most journalists rely on their interpreters, thoughtfully supplied by the KGB, when they interview Russians, including dissidents such as Dr Andrei Sakharov.

Many of the 32 short chapters in this book are as interesting. They form a necessary antidote for those who wish to believe that the Soviet Union is growing nicer. Here is a book that concentrates on the warts. Indeed both it and Albert and Joan Seaton's *The Soviet Army* show how far the Soviet Union must travel before its citizens let alone its neighbours, can relax.

Theirs is an old-fashioned book. Speaking of today's Russian soldier they write, "He is primitive, inert, passive and easily led. The Russian conscript is very credulous by western standards . . . As a guide to the quality of arms and men it is less useful than *Confrontation* which covers the weapons systems of Nato and the Warsaw Pact as well as the varied terrain and climatic conditions in which any fighting would occur.

Where the Seatons' book scores, however, is in reminding us that the grip of the Soviet Party on every institution in the land, including the army, has increased over the decades. Signs of relaxation there may be; but before joining the thanksgiving celebrations for Gorbachev one must remember that the acid test is power sharing, not totalitarian civility.

Legacy of the tsars

Russian Studies. By Leonard Schapiro edited by Ellen Dahrendorf.
Collins Harvill £15 0 00 272710 2.
The Shadow of the Winter Palace: the Drift to Revolution 1825–1917. By Edward Crankshaw.
Papermac £8.95 333 39892 0.
Tolstoy: The Making of a Novelist. By Edward Crankshaw.
Papermac £6.95 333 408039.

The importance of Leonard Schapiro (1908–83) to Russian studies in this country – his many important books, his encouragement and supervision of generations of students and his lifelong devotion to Russian intellectual history – can scarcely be overstated. Perhaps the most important thing about him was that he was not just another intellectual historian, but an intellectual in his own right who continually lived and relived the ideas of history through the ideas of his own time. (The point is tellingly made in the first essay here in which he recounts his intellectual *curriculum vitae* himself.) Almost everything he writes betrays a rare combination of scholarship and passion and an intensely frank and honest involvement with his subject.

The present hefty, yet modestly priced, posthumous volume comprises more than 25 pieces, largely reprints from the press and learned journals, but including a number of important items published here for the first time – either the transcripts of lectures and talks or lengthier pieces ("Plekhanov" or "Lenin's Intellectual Formation", for example) which read more like chapters of unfinished works.

As Harry Willetts writes in his introduction, it is by no means sure that Schapiro would have wanted to see such a miscellany of occasional pieces which his fastidious and pained taking eye had not previously vetted. However that may be, I for one am profoundly grateful to the editors, for to my mind there is absolutely nothing "occasional" about the substance of the offerings in this volume. If some are tantalizingly provocative ("The Role of the Jews in the Russian Revolutionary Movement", or "The Last Years of Aleksandr Blok"), others are lapidary statements on their subjects; none is either ill-considered or unconsidered and all are stimulating and refreshingly analytical. As a whole, the collection shows Schapiro repeatedly turning to controversial areas of study, either neglected subjects or misconceived concepts (and his writings are all of a piece in as much as they are invariably motivated by the same impulse: to explain the continuing backwardness of Russia, the tragic effects of the belatedness of reform and the consequences on intellectual history of the absence in Russia of a more properly European concept of legality.

Even though the volume confines itself very largely to the 19th century, Schapiro's range is nevertheless impressive – from the importance of an understanding of law to historical studies and the history of Russian liberalism to Russian Marxism and thence to literary history; from such figures as Stolypin and Struve, Plekhanov and Lenin to Trotsky, Bakunin and Bukharin, not to mention Turgenev and Solzhenitsyn. Indeed, although essentially an intellectual historian, Schapiro is no less at home with literary history, his essays on Turgenev's religious beliefs (on the way he reconciles a kind of "natural" Orthodoxy with a belief in the triumph of *agape* over *eros*), and the latter's quarrels with both Herzen and Dostoevsky are all wonderfully revealing and enlightening.

BOOKS

A blow on the alto

Gerald Haigh on studying for success

Study and Examination Techniques. By Edwin Clough.
Hodder & Stoughton £3.50. 0 340 39146 4.
How to Pass Exams. By Fred Orr.
Unwin £2.95. 0 04 371093 X.
Maximising Examination Performance, a Psychological Approach. By Don Davies.
Kogan Page £8.95. 01 85091 175 4.
Rapid Reading. By Geoffrey A Dudley.
Thorsons £2.50. 0 7225 1429 8.
Arnheim's Answer. By Michael T W Arnheim.
Elliot Right Way Books £1.20. 7160 0770 3.



One of my abiding college memories is of my corridor neighbour, a respected and senior student, sitting gloomily in his underpants playing "Zing Went The Strings of My Heart" on his alto saxophone, a bottle of brandy at his elbow. On his desk was yet another assignment which he had started and failed to finish. It was a single foolscap sheet headed "Things to Do This Term".

His plight illustrates the fatal flaw of so many books of this nature, which is that if you were well enough organized to do the things the authors want you to do, then you would not be in difficulty in the first place.

Edwin Clough, for example, under the heading "Writing Materials", says, "Unless your teachers ask you to do otherwise," (thorough yes, but subversive never, seems to be the Clough approach) "you are advised to use a notebook or loose-leaf file that is A4 size . . ." And this is just the start. If complete success is to be even envisaged, we have to get out a pencil and rule and prepare each page.

"You will need a space at least 110mm wide down the centre of each page for notes made in class. Therefore, rule a 50mm margin on the left so that you have space in which to note your own thoughts briefly and . . ." Now come on, Cloughy! We are talking here about someone who had 16 rulers last week but cannot find one today; who bought an antique brass motor horn instead of a new pad of A4, and who is currently writing with one of those miniature bendy pencils that come slipped into the backs of pocket diaries. This person knows perfectly well what he ought to be doing, the problem lies in actually doing it. Advice about revision cards and essay plans is good enough in its way, but is of little avail to the nude saxophonists of this world.

Perhaps the answer lies in the more fundamental psychological approach of Fred Orr, who is keen on good mental attitudes. Under "Day-dreaming" he writes: "It can be a very pleasant pastime, but when examinations loom in the near future, day dreaming has to be stopped, or at least controlled." How do you control it? Well there are several possible strategies.

"Shout NO! NO! NO! to yourself when you first become aware that you have been daydreaming," is but one. I can only assume that he does not intend this to take place in the university library.

"Place a photo of your face over a picture of a sheep," is another. And, offered perhaps in desperation, "Allow yourself two to three minutes daydreaming as a reward for a period of concentrated effort."

Fred Orr shares with Clough the notion that the anxious student needs to be told to get organized. He, too, is hot on cards and lists. The problem is, I suppose, that these authors are themselves so well sorted out that they really, genuinely, cannot comprehend what it is to live in the kind of style where, for example, a student who knows beyond any question that art work from year two must be preserved intact for final assessment, still contrives to lose one half of it and get coffee stains on the rest. Don Davies is even more psychological. His book, which is based on an existing audio-cassette programme is, in fact, a fairly academic insight into the nature of stress as it affects people facing examinations, together with a look at methods of dealing with it. It is not an easy read, to say the least.

"Sarason (1972) considers that high test-anxious students tends to become self-preoccupied and attend to internal events rather than to the task in hand . . ." One answer to this, it seems, is to develop a training programme which "incorporates a multi-facted approach." He does not say whether or not any of the multifacts involve crying NO! NO! NO! and looking at sheep portraits. If you can manage it, though, perhaps moderating its dryness with a blow on the alto and a drop of brandy, this book can be persuaded to yield a lot of information about stress and how to cope with it, and it does at least recognize that realistic help means more than the giving of simple organizational advice. There is, for instance, a useful chapter on relaxation techniques (though again, when you think about the chap with the sax . . .). My own feeling is that this book may be most useful in the hands of those who have to counsel and advise anxious students and who are sometimes lost for something really helpful to offer.

Another way to improve exam performance may be to learn to read more quickly. Geoffrey Dudley's book aims to teach how to do just that, though it is probably aimed not so much at the student as at the person in business whose literary skills have never been great. Without any doubt there are many people who can, by all standard measures, read perfectly well, but largely unconvinced by authors who give hints about study techniques. The student who consults a book on how to study, it seems to me, is in the same position as one who seeks to improve his marathon time by reading the autobiography of Ron Hill. There may be useful tangential gains and a feeling of uplift, but by and large the time would be better spent on the road.

In the end, though, it may still not be what you know but who – and even if you know him well, you have to catch him in the right mood. The best of this bunch of books, not least because it recognizes, baldly and amusingly, the human factors at work in the assessment business, is *Arnheim's Answer*.

Arnheim tells us of the pitfalls from which no amount of margin-ruling will protect us – of the academic who is blind to all opinions but his, or born with a hatred of green ink. Your Worst Enemy, though, is yourself and he has lots of examples, like that of the very bright schoolboy who comes to Cambridge and finds that he is just one of the crowd. This is a very common and little recognized phenomenon, by the way. There are still lots of schools where academic stars are few.

Arnheim is not immune from the need to tell us about cards and files, but he is at least realistic enough to say that only methodological people should use complicated systems. The less well organized should use note-books, preferably expensive ones so that there is an incentive for using them and keeping them neat.

Arnheim is similarly practical throughout this very readable and inexpensive book. "Most students seem to work on the assumption that when writing an essay you should do all your reading first and only then start writing. This is a highly inadvisable approach to adopt and one which is wasteful of effort." Absolutely – and yet as a student I always felt guilty and slightly dissolute when I wrote while others were reading.

Arnheim's book is worth reading for its own sake, and Davies, despite suffering from a heavy case of Social Scientist's Language Fracture, takes the problem of student stress very seriously. Nevertheless, I remain

Life crises

Bringing Up A Handicapped Child. By Liz Thompson.
Thorsons £5.99. 0 7225 1253 8
Deafness, Development and Literacy. By Alec Webster.
Methuen £18.00. 0 416 92050 0. £7.95. 92060 8.
Learning Disabilities in the Primary Classroom. By Leonora Harding.
Croom Helm £7.95. 0 7099 4764 X

Liz Thompson's fresh and positive account of family life with her Down's Syndrome son James is the public statement of a private triumph. Although one of the Life Crisis series from Thorsons, it shows how the initial sense of desperation and personal trauma can be diminished through love and a caring community intent on closing the gap between the "normal" and the "handicapped".

This will be an inspirational book for the majority of parents who care for their handicapped child at home. Using the 1975 BBC documentary about her son, *James Is My Brother*, Liz regularly lectures on the subject of handicap to trainee nurses while at the same time bringing up four other "normal", younger sons. She has clearly developed a strong and individual voice through combatting the mystique and insensitivities of the medical profession. Her book summarizes the experience of antenatal care, early schooling, adult training and residential care. She refuses to tiptoe around the subject of sexuality and the handicapped teenager and the quiet fears caused by parental ageing.

Parents should, according to her, be treated as partners in diagnosis and treatment by the medical profession, "Doctors", she writes, "should take off their white coats (their protective clothing), pick up our babies, cuddle them and sit on our side of the table." And if "we all want to have a good cry they should make sure we can have it without feeling that we are letting ourselves and our country down." It is a characteristic passage, matching plain speaking to a hard-won wisdom.

MENCAP is portrayed as both an effective local support group and a highly-tuned national lobbying organization. Their "Stamina Papers", calling for recognized minimum-care standards from the social services, punctuate each chapter. Targets are set to be achieved, both by the individual child and by the campaign for less institutional treatment and more community care.

Liz Thompson applauds the 1981 Education Act for attempting to bridge the gap between the "handicapped" and "normal" child and looks forward to the day when both groups of children share play groups as a matter of course, without parental fear or prejudice. However, she is unable to recommend fully-integrated schooling beyond the first years.

Every child can be educated but teaching strategies have to be devised for each special need and arise from a clear understanding of the processes of learning. The "hidden" handicap of deafness in the primary classroom can result in poor motivation, restlessness, and disruption stemming from linguistic problems. As Alec Webster observes in his examination of structured teaching programmes for hearing-impaired children, "deafness is not simply the deprivation of sound but of language", and thus the ability to make sense and come to terms with the world.

It is an exploratory book, going beyond the conventional "speech or sign language" arguments to get to grips with the nature of reading and the processes experienced by the deaf child confronted with a printed page. After a full account of the clinical causes of deafness (and the nature of hearing) and the current theories of acquiring literacy, Webster uses his knowledge gained as a specialist educational psychologist with language-disordered and hearing-impaired children to strike out in new directions. He convincingly points to the flaws in reading tests standardized on children with normal hearing and what those tests purport to measure and what they actually reveal. This is a difficult but rewarding book for all teachers prepared to observe what deaf children try to do when they read. It is odd that computer-assisted learning is simply patted on the head and then dismissed. A more rigorous assessment of the place of new technologies would have been welcome.

Leonora Harding's listing of known learning disabilities in the primary classroom is a checklist rather than a book to read. The Warnock Report's attempt to abolish the categories of handicap is praised only to be buried again by the relentless classifying in the text. Language difficulties, hyperactivity, visual-motor problems, stuttering and social skills are placed in the bran tub, pulled out to be labelled with "appropriate remedial techniques" and set before the reader. Cognitive psychology is fiercely recommended as the key to open the mysterics of all minds.

Simon Newton

THE TIMES



The global trek

Teachers, doctors, scientists and countless other professionals are fleeing South Africa in an unprecedented white exodus. In Britain, America and Australia they talked to *The Times* about their lives, new and old



. . . and regularly in *The Times*, **Philip Howard** (left) on words, **Peter Ackroyd** on books, **Bernard Levin** on the way we live now, **David Miller** on sport, **Irving Wardle** at the theatre, **Frances Gibb** on the law, **John Clare** on education, **Jane MacQuitty** on wine, **Geoffrey Smith** on politics, **Frank Johnson** in Parliament, **Paul Griffiths** on music, **Shona Crawford Poole** on travel, the humour of **Mel Calman** and **Barry Fantoni** . . . and much more

THE TIMES

The world's most famous newspaper (25p)

BOOKS IN CLASS

Frogs with scales

Chester's Music Puzzles – Theory Questions Sets 1–3. By Carol Barratt. J & W Chester/Edition Wilhelm Hansen £2.50 per set.
Boosey Big Note Series:
Masterpiece 1 – arranged and edited by Maggie Teggin £2.50. **Around the World. By Hanne Bramsen** £2.50. **Duets around the World. By Hanne Bramsen** £2.50. **A Christmas Journey. Selected and arranged by James Helme Sutcliffe** £2.95.
Boosey & Hawkes.
The Snowman: Easy Piano Picture Book, Music & words by Howard Blake. Based on the book by Raymond Briggs with illustrations by Dianne Jackson.
Faber Music £6.95 and £3.95.

Chester's Music Puzzles come temptingly packaged in an attractive, frog-green satchel, suggesting that something lively and exciting is contained within – and it is. Scattered on every page are illustrations, diagrams, pictures of the keyboard and large-sized musical staves. The author and publishers' intention is "to give young children a real sense of enjoyment as they begin to learn the language of music" and in this they should succeed.

Underlying the visual excitement is a secure, traditional method of teaching music theory but the diversity of rhymes, illustrations with clues and diagrams, and the emphasis on "musical maths" should encourage the child to see all elements of musical notation as something satisfying and fun. Throughout, Chester the cheerful frog and his friends pop up to give clues and hints to the puzzle-worker. Theory is always related to practice and although a few words of information are supplied in each paper, for the most part the pupil is expected to puzzle out the meaning of musical symbols by counting, adding up, drawing and playing.

The introductory note suggests that stars are a useful incentive and a certificate may be awarded at the end of each set.

The puzzles are designed to match the pace of Chester's Piano Books 1–5 but can be used alongside any beginner's piano course. Sets 1–3 progress from absolute beginner level to pre-Grade 2. Sets 4 and 5 are due for publication soon.

Publications in the Boosey Big Note Series can be easily recognized by their landscape format, colourful covers and large-sized notation. Its aim is to provide "much-needed repertoire for the very early stages at the piano". What comes across immediately is the sense of a new departure.

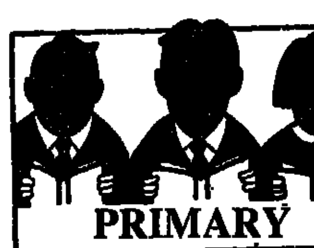
Masterpieces 1 offers a selection of



21 short performance pieces among which only a very few are familiar. The varied selection includes works by composers ranging from Tallis to the Hungarian contemporary, Gyorgy Kurtag. There are lyrical tunes with simple left-hand accompaniments; an opportunity to play in canon; 5/4 time is introduced and so is instrumental colour ("Les Fiffres" and trumpet tune).

Around the World and *Duets Around the World* by Hanne Bramsen include a total of 28 original compositions for piano, each of which is characterized by a musical feature of the country it is intended to represent. Countries as far apart as Bali and Chile and as musically different as India and Germany are authentically represented in inventive 20-bar pieces brilliantly written for the piano. They offer the young beginner a variety of ways of exploring texture, rhythm and dynamics and exploiting the percussive possibilities of the piano as well as the lyrical. The pieces should bring home to teacher and pupil alike the wealth of rhythmic and melodic ideas that exist outside as well as inside our own culture.

A Christmas Journey, selected and arranged by James Helme Sutcliffe, consists of an illustrated collection of 20 carols, some familiar, others less well-known from France, Germany, Poland, Italy, the UK, USA and Czechoslovakia with the words written out in the original version and then in



English above the music. The simple but imaginative arrangements come well within the grasp of the pre-Grade 1 player, but the idea of the journey is not convincingly borne out in the music, either in the variety of musical styles represented or in the sense of a celebration of the Nativity. There is a good arrangement of "Greensleeves" and a rousing duet arrangement of "Jingle Bells" to round the collection off.

Raymond Briggs' irresistible story of a snowman who comes to life for a night has been made famous as a film, and by Aled Jones' rendition of the hit single, "Walking in the Air". As a combination of all three: pictures, music and story *The Snowman: Easy Piano Picture Book* cannot fail. Although the simplified piano arrangements of a selection of sequences from the film score are by no means of a consistently "easy" standard the book could be used as a marvellous source of music and drama in class or at home. For the beginner pianist however, the challenges of rhythm and texture in at least two of the "numbers" are somewhat taxing.

Caroline Heslop



Illustrations from Usborne's Guide to Ballet, a practical and informative introduction for absolute beginners, with information ranging from how to tie show ribbons to portraits of such famous names as Nijinsky. £2.95 and £4.95.

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• Woman in White	95p
Wuthering Heights	£1.26

Miniature variety

Pocket World series:
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Moonlight Publishing £2.95 each.

We are accustomed to fiction books coming in a wide variety of shapes and sizes, but on the whole information books, particularly those for young children, tend to be in a large format to aid clarity of text and illustration.

Pocket Worlds is a new series imported from France, which takes exactly the opposite tack and aims to cover, with its miniature format, a wide variety of topics under the headings: The Human World, The Animal World, The Natural World, The World of Food and The World We Use. The initial impact of the books is impressive. The production is excellent, with clear print, high quality paper and a naïve and colourful style of illustration, which is very attractive.

There is little to criticize in the Animal World titles, which cover a variety of domestic and wild animals, although the French origins of the series mean that some of the animals will be less familiar to British children than others. None of the titles aim to be exhaustive, but tend towards the "50 facts about crocodiles and alligators" approach, which fascinates children. This sort of treatment is pretty well suited to the natural world, but leads to a feeling of uneasiness when applied to the human world.

Living with Eskimos takes a very traditional view of the Inuit in Greenland and only in the last few pages are the more modern lifestyles in Canada or Alaska mentioned. *Living on a Tropical Island* has a distinctly patronizing tone and takes one example, an island near Madagascar, as the pattern for all tropical islands. The whole series suffers from an excess of exclamation marks, but this title outexclaims all the others in its enthusiasm for this rather sanitized version of island life.

The titles covering the various commodities are well organized and show a logical progression and clarity of text which is missing in some of the others. Occasionally illustrations appear to have been included to decorate, rather than extend the text. For instance, why does Zeus appear, scattering thunderbolts, in *The Air Around Us*, when the text gives a purely scientific explanation of lightning? Why does an extraneous piece of information about medieval chained libraries appear in a caption, on the page devoted to parchment in Asia Minor, in *The Story of Paper?* The text also seems to be rather demanding, on occasions, for the 5–9 year-olds at whom the series is apparently aimed, and in places, it would be more suited to 8–10 year-olds.

All in all, a series which has its faults, but selected with care, some titles will be useful, although the small format make it more suitable for the individual child to use and perhaps own, rather than for group use in the classroom.

Vivien Griffiths

Capes and bays

City Life series:
Living in London. By Anna Sproule. Living in Berlin. By Barbara Einhorn. Living in Sydney. By Robert Moore. Living in Venice. By Robert Moore.
Macdonald £5.50 or £5.95.
We Live In series:
Portugal. By Ana de Skalon and Christa Stadtler. Egypt. By Preben Kristensen and Fiona Cameron. Ireland. By Chris Fairclough. Belgium and Luxembourg. By Fiona Cameron and Preben Kristensen.
Wayland £5.50 or £5.95.
Focus On series:
India. By Shahrukh A Husain. Holland. By Christopher Hunt.
Hamish Hamilton £5.95.

All these books are good to look at, satisfying to hold, solid and durable in construction, and contain the fruits of some excellent writers, photographers, desk editors, and designers.

Who buys them? Surely at the going rate of almost six pounds each relatively few schools can afford to indulge in more than an occasional delve into the catalogues.

For what are they used? They represent only the "capes and bays" approach to geography and must therefore be of limited use to a school which has a precisely defined and concept-based curriculum. Nevertheless they are sold in large quantities for the use of children in our schools and libraries. For schools, however, the choice of titles must increasingly be determined by the actual usefulness of the individual volume or series.

The City Life series is particularly interesting as a set of texts for developing that vague, but important, aspect of education known as "general knowledge". Each book attempts to illustrate how the unique nature of a city affects the daily lives of ordinary people who travel to work and school, relax, grow up and celebrate various national and regional festivals. Each contains full colour photographs, a well written text, a clear and useful map, and an easy-to-use index. The interest and reading ability demanded suggests a readership aged between nine and 13.

Much less easy to integrate into the curriculum, but no less interesting, is the We Live In series. Each book contains about two dozen supposed case studies reflecting on the life style of individual occupations, including a school pupil. Together they provide an interesting insight into local life in the country in question, but individually provide only snippets of unrelated information. However, the books do contain a useful index and glossary of language and some of the more abstruse terms used by the "contributors".

It is an unfortunate characteristic of many of these texts that they tend to be rather wordy and therefore less useful for the younger primary school pupil. Only the Focus On series offers a simplified text, while still being well written and superbly illustrated with interesting and relevant photographs and maps. Unfortunately the books are rather let down by the weak index, which does little to highlight the main features which will be of interest to children, and does not include the terms likely to be sought by children involved in personal topic research.

Paul Harling

The world in colour

The Oxford Rainbow Atlas.
Oxford University Press £2.50. 0 19 831661 5.

This atlas is so packed with information that it is difficult to imagine a child not being drawn to it. It is a composition of maps, photographs and illustrations depicting the nature of, and life in, the various continents, with a strong emphasis on the activities of the children who live there. The British Isles are looked at in some detail, with regional maps, inset with neatly produced miniature sketches depicting historical, cultural and sporting characteristics at various locations.

The precise age at which the atlas is aimed is difficult to determine, and it may well satisfy a range as wide as five to twelve years of age. It offers everything from simple introductory concepts such as: "people in some countries sometimes wear special clothes", to quite complex maps which an under-eight would have difficulty with. Some of the maps are simply very pretty drawings showing multicoloured "fields", cathedrals, large cows, double-decker buses, and castles; others borrow their style from the *Oxford Junior Atlas* and are more standard in showing major cities, rivers, mountains and forests.

This atlas cannot in all honesty be considered a cartographic masterpiece, the iceberg-like mountain symbols seem out of place, some of the colours are hard on the eye, and some of the locations of features and names are questionable. But all of these little failings are well compensated for by the map of "Record Breakers" which would put a smile on the saddest child's face. Schools may not find it suitable as a text, but the atlas is a must for the library, prize day, and at any gift time. The atlas really does live up to the "Rainbow" promise in its title.

Patrick Sorrell

Further articles and reviews on Primary Education in this week's Extra, pages 47–56

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BOOKS/ARTS

Inside story

Dancing on My Grave. By Gelsey Kirkland.
Hamish Hamilton £12.95.

The autobiography of American prima ballerina Gelsey Kirkland is what the tabloids call "shockingly candid". No secret is too terrible, too embarrassing: she bares her breast (many times injected with silicone) unequivocally to the public. *Dancing on My Grave*, however, is not a read-all-about-what-he-was-like-in-bed kind of book; it is the story of a gifted, hugely neurotic dancer who was her own worst enemy.

Gelsey Kirkland is a star of great talent and stature, who went the way of many stars. Her fraught sufferings culminated in an addiction to cocaine that nearly killed her, and a spell in a lunatic asylum. She survived, it seems, by a hair's breath of luck, in the form of Greg Lawrence, now her husband, who crossed her path at just the right moment in an insalubrious and druggy apartment in New York. Together they indulged and then kicked the habit, which must have taken some doing: Gelsey's alone was costing her $600 a week; in between anorexia and drug-induced brain seizures she relied (by this time she was nearly dying) on the drug to dance. Her performances "under the influence" still elicited some rave reviews.

The author has an intelligent sense of herself as a casualty both of her own neurosis and of the ballet world and its pressures, which are presented as demonic. By the time she was a teenager she was already a mixture of dedicated ambition and crazed insecurity, particularly in relation to men. After having silicone implanted into her breasts, at 17, she was convinced that any attraction she possessed was essentially fraudulent. She had silicone injections in her lip, in her instep, and she even had a cosmetic operation on her ear lobes. She lived and breathed ballet; under the coaching of Balanchine, known cryptically as Mr B, she became a star whose body was breaking under the stress, specifically that of Mr B's training.

But she drove herself fanatically. The reader is not sure what to trust in *Dancing on My Grave*: inevitably her picture seems open to question. Mr B is represented as a monster of egotism,



As Giselle

forcing his dancers to follow a damaging physical training; wishing to overshadow his dancers (including Baryshnikov later) at all costs. Kirkland questions his artistic method. He wanted his dancers not to think; just to be, do. She stubbornly wanted to express more in her roles than the steps, and gravitated to classical roles such as those choreographed by Petipa, with dance as the expression of a situation or a state of mind. She took incredible trouble with her roles; and against all the Balanchine rules, she procured secret coaching from different quarters. (Later in the book, out of the blue, she turns against Petipa's work – declaring that all his ballets tell the same story.)

Her famous partnership with Mikhail Baryshnikov is described in detail. They danced magnificently on stage; she had a horrible time as his part-time girlfriend off-stage. Their affair added a torturing dimension to their relationship on stage: each curtain call was a significant interchange (did she give him a single rose from her bouquet?), each time he lifted and dropped her was an expression of his emotional attitude. The affair goes on and on; he was awful, she was a masochist, and so the twain met and couldn't let go. In mild revenge she imitates his speech throughout the book in a deadly brand of pidgin Russian/English ("Geeeelsey! Vhut now? Vhut ees eet now?").

Dancing on My Grave shows that states of mind and external reality can be poles apart. Though some readers may scoff at her tales of betrayal, drug-addiction and plastic surgery, her painful honesty (rather like a fallen Satan warning others not to do the same) is deeply impressive; she writes with no vanity at all.

Kathy O'Shaughnessy

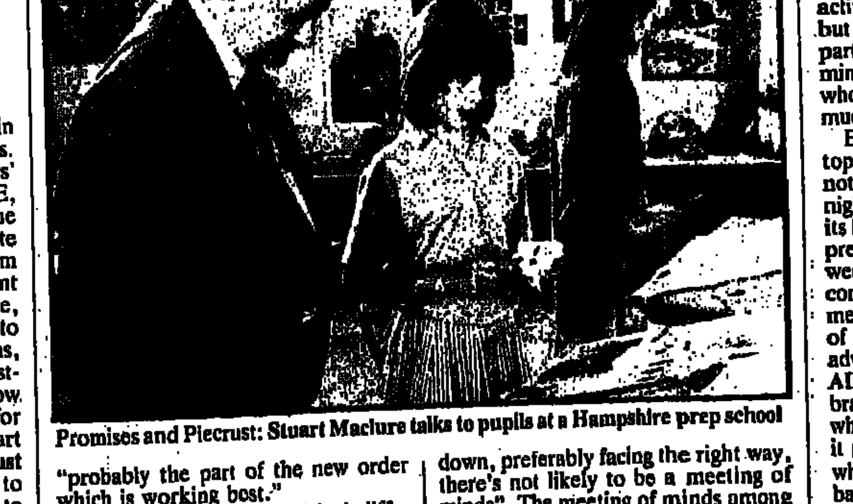
Television

1944 and all that

Television shows no lack of interest in education and educational politics. During the past year, the teachers' strike, the introduction of GCSE, direct elections to the ILEA and the arrival of a new Secretary of State brandishing proposals for curriculum reform, have made it an important topic for debate. Issues of relevance, skills and training link schooling to broader economic and social concerns, while highlighting the erosion of post-war optimism and consensus on how our children are educated, and for what. Stuart Maclure's seven-part series for TVS, **Promises and Piecrust** (ITV, 11.30pm Mondays), aims to define the questions rather than to answer them, and to provide the historical background to a complex and controversial field.

History is how you tell it. As Maclure wrote in this paper last week, his films tended to develop "a will . . . a logic and a narrative line" of their own, dictated to some extent by the pictures (which include several fascinating dips into the archives). The series starts with the 1944 Act, an opportunity to remake the education system out of the chaos of war", and the story is inevitably one of deflated optimism and expectations unfulfilled.

"Far too many of the nation's children still get a raw deal" – though the first programme concentrates on primary education, to conclude that this is



Promises and Piecrust: Stuart Maclure talks to pupils at a Hampshire prep school

"probably the part of the new order which is working best."

The postwar schools looked different, inside and out, from the old board schools and in 1967 the Plowden Report gave its approval to the kind of child-centered education they provided. There was a feeling of dynamism, reflected in the continuing mood of expansion. Whatever happened to the Secretary of State who offered us her 1972 white paper with the message: "more means better"?

Even at the time, the issues were presented in terms of black and white. Lady Plowden recalls her joy at seeing that primary school children "weren't sitting in rows of desks learning things off the blackboards", while Dr Rhodes Boyson asserts that "unless you have firm discipline and you sit people down, preferably facing the right way, there's not likely to be a meeting of minds". The meeting of minds among educationists was more apparent than real and enthusiasts for the blackboard were already devising their black papers. The economic crisis of the Seventies helped to bring out underlying divisions on educational policy by smashing the framework for expansion.

Promises and Piecrust offers a hearing to all sides. This, and the fact that it is, for obvious reasons, unable to give examples of bad lessons and bored children in either "progressive" or "traditional" classrooms, gave the first programme a rather bland surface. Does this mean that the series is not committed to anything in particular? Sitting in a group of children, clearly absorbed in their work on the word processor, Stuart Maclure looks rather more at ease than answering his phone at *The TES* (in the irritating clip that follows the credit titles). The programmes are largely concerned with the activities of educational bureaucrats, but they also remind us that the other party to the promises made in Westminster and Whitehall are the children who, in too many cases, still do not get much out of their years at school.

Education may be an important topic, but the series, apparently, does not warrant scheduling except in a late night slot, from which it was ousted on its first Monday evening: football took precedence. Elsewhere, it is AIDS week. You could hardly find a less congenial subject for an entertainment medium painfully aware of standards of "decency" and partly funded by advertising. So far, starting with **First AIDS** (ITV, February 27) it has made a brave attempt to tell, in its own terms, what is entirely bad news and to direct it at a young audience which, on the whole, does not particularly like either bad news or television.

The approach has been one of simple exposition, earnest discussion and grim humour. The revolution in our habits will have to start with us getting used to jokes about condoms in places where, a short time ago, it was not felt proper to advertise sanitary towels. The real problem lies in the simplicity of the message: there is little one can say about AIDS, except what it is and the best ways to avoid it. What *First AIDS* did in one-and-a-half hours, **AIDS Help!** (ITV, March 2 to 6) is doing, rather better, in five ten-minute slots. I will try to assess, next week, what it all amounted to.

Robin Buss

CHILDREN'S LITERATURE

There are few good humorous picture books for young children, with some notable exceptions like those by Tony Ross and the Ahlbergs. Here we have a varied selection each with its own distinctive approach.

With the exception of **The Diary of a Church Mouse**, by Graham Oakley (Macmillan £5.95. 0 333 42614 2) most have a direct and simple text, ideal for young readers. The Church Mice Books are a well-loved series. This time we have Humphrey's mouse-eyed record of life at the Vestry progressing through the yearly seasons and festivities, the reader always knowing more than Humphrey for all his worldly-wise tone. The story, beautifully written and suitable for any age, is complemented by many and scrupulously detailed illustrations over which Sampson, benignly lacking in self-awareness, casts his Marmalade-golden feline presence.

Mr Wolf's Week, by Colin Hawkins (Heinemann £5.50. 0 434 94300 2) takes us through time as well. Each day the weather offers a new challenge for Mr Wolf requiring a daily change of outfits, wittily adjusted to his frame. The alternating sequence of a full-page picture with that of the comic-page format plus the brief, amusing and clear text, integrating well with the pictures, makes this an ideal book for a young reader. Mr Wolf is an endearing mixture of the eager and the bemused. His anticipation is confounded daily by an unexpected turn of events, from being hit by the snowman to being wrapped about by kite strings.

The comic-book format in **The Very First Lucy Goose Book**, by Stephen Weatherill, (Aurum Press £5.95. 0 948149 50 7) is disappointing. The style creaks along uneasily, interspersed with modern jargon. Lucy Goose's adventures are unusual: in one she gets her valentine lover to the brain surgeon to remove the chimney pot from his head but the promise of a good effective story in the genre of *The Mother Goose Tales* is not fulfilled. Lucy Goose is a likeable character lost in stories which are too convoluted and in pictures which are too complicated.

In contrast, **Pirate Jupiter and The Moondogs**, by Nicole Rubel (Heineman £6.95. 0 434 96120 5) is a very simple story. Jupiter tricks his Moondog Mates out of the booty. Space combined with treasure-hunting should be tailor-made for young readers yet the adventure is trivialized. The nasty schemes are not much fun, the Moondogs are wooden and static and fail to engage our sympathy as they are successively eliminated. The stylized pictures are bright and outlandish but do not intrigue or amuse. It is true that Pirate Jupiter does get his comeuppance but the final "Yo ho ho" is a rather mirthless one.

In contrast one is endeared to the eponymous hero in **Max and The Magic Word**, by Colin and Jacqui Hawkins (Viking Kestrel £5.50. 0 670 80853 9). He, like Mr Wolf, is bemused. He is a chap who quite simply wants and confidently expects to get his own way. Children will empathize with Max's desire for cake and milk, for turns on the swing and the tricycle. They will also enjoy sharing the secret of the Magic Word. The wise mouse comments upon and leads us through Max's growth to understanding and reward. The final chorus of "please" will draw in every listener with glee.

Princess Smartypants, by Babette Cole, (Hamish Hamilton £5.95. 0 241 11885 9) is altogether more sophisticated. A delightful confection of fairy-tale parody and modern-day feminism: legendary dragons, plump and pastel, jostle with motorbikes; there is a glass tower with a glass lingerie show-case; the royal coronet perches uneasily on the be-jeaned princess. In time honoured tradition suitors are set tasks to win the hand of the princess. It is the pictures not the words which tell how each princely challenger is outwitted amid chortles of glee from her various fantastic pets. Each picture tells its own funny story with consummate skill and humour, culminating in a happy ending turned on its head with Prince Swashbuckle turned into a "gigantic warty toad".

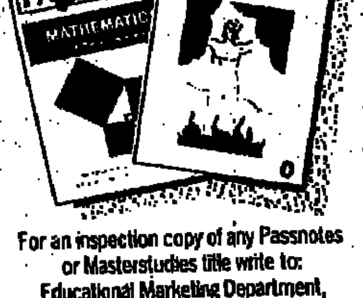
Equally beautifully realized are the antipodean creatures who help Mr Archimedes to reach his world-shattering solution as, in ebullient nakedness, various limbs disport themselves in a circular tub supported by four paws. Children will love the naughtiness and, through laughter, will make their own discoveries in **Mr Achimedes' Bath** by Pamela Allen (Hamish Hamilton, £5.95. 0 241 11968 5).

Jan Lee

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ARTS

SOUNDINGS

Benesh swan song

It is an irony that until an arts organization has its funding cut and makes a song and dance about it, often most of us are unaware of its existence. The Benesh Institute runs a unique course in choreology – the scientific and aesthetic study of dance – using the Benesh system of movement notation, and has just had its Arts Council grant slashed from £65,000 to £15,000. Next year it will get nothing – part of belt-tightening policy which favours organizations which produce art above those which "service" art, such as training establishments and specialist libraries.

Devotees of the Benesh system of movement notation, which enables dance to be preserved for posterity in a form similar to a musical score, are now keen to publicize its potential, not only in the field of classical ballet – where it has been in use for some time – but also for modern dance, physiotherapy and even anthropology. (The study of Benesh notation has been included in the GCSE Dance syllabus.)

But Benesh is not the only code available to kinetic scribes. Ever since Western dance began to develop beyond the strictly stylized forms of ballet, new methods of notation have proliferated. One estimate is that a new system has been invented approximately every four years since 1928. Of these, only Benesh, Laban and Eshkol-Wachmann have stood the test of time. All three systems employ abstract symbols to convey details of line, rhythm, phrasing and dynamics. The Benesh symbols are inscribed on a stave of five lines (corresponding to head, shoulders, waist, knees and floor) looking like a cross-breed of music and Pitman's shorthand.

Benesh is favoured by most of our major companies, including the Royal Ballet, for its accuracy and relative speed of writing, allowing a notator to make rough notes while a choreographer works with the dancers. For unlike the composer, who after a period of isolated head-scratching will present an orchestra with a finished, printed score, the choreographer invariably works with his interpreters in creating a new work, using the dancers' bodies as a tool and an inspiration.

The main value of the Benesh system is as a permanent record of repertory ballets. Adrian Grater, assistant director at the Institute, was a dancer with the Royal Ballet for 18 years and recalls the difficulty of trying to remember ballets danced years before, without an accurate record of them. "Even perennials like *Swan Lake* and *Giselle* will have changed somewhat over the years," he says. "When ballets are of necessity passed down from dancer to dancer, distortions are bound to creep in, like a game of Chinese Whispers." The Institute acts as a repository for some 400 scores, and has a catalogue of 1,000, increasing all the time.

London Contemporary Dance is alone among our major companies in preferring the video camera as a cheaper and more flexible means of recording the nuances of unconventional gesture and movement. "Our work shifts slightly all the time," says Richard Mansfield, the company's education officer, "and we see that as a good thing – a work should evolve through performance to some extent. It's mainly academicians and historians who want it put down in black and white."

But for converts to Benesh notation video is an inadequate record, preserving only one interpretation of a work and coloured by a particular dancer's foibles. And as for learning a ballet from the screen, according to Adrian Grater, "it's like asking an orchestra to learn a symphony from a gramophone recording".

The Institute, based in West London, runs a 16-month training course for up to eight pupils. An executive committee representing all the various strands of the system's wide application has been formed to raise finance for the Benesh Institute in its straitened times. Its first project will be a gala premiere of *Swan Lake – Swan Lake* as we know it of course – at Covent Garden on March 12.

Jenny Gilbert

South Bank unveiling

After lying low for their first few months, the creative team at the South Bank Centre have now unveiled their plans for education. These will embody, says their leader Sue Robertson, a cradle to grave approach, something falling between the formality of the official bill of fare in the main auditoria and the drop-in openness fostered by the GLC during its dying days.

That old Arts Council phrase "promoting understanding and enjoyment of the arts" has of course been trotted out, but in this case it seems to denote some interesting things.

A project entitled "Reconstructions" will bring musicians, dancers, writers, painters and architects into collaboration: the focus will be the South Bank environment itself, windy acres of brutalist concrete on the one hand, and a river view of unparalleled grandeur on the other. Imaginative plans are now afoot to humanise the tramp-infested walkways, whose only other positive function at present is to provide skateboard freaks with their world centre: ideas fed in by schools participating in Reconstructions may play a useful part.

The South Bank educators stress the critical and analytical focus they intend to promote towards the official programmes. This has great possibilities. Teenage groups might be encouraged to deliver critiques of Hayward annuals, answering questions like "Is modern art a con?" The permanent crisis of confidence in which painting and contemporary music find themselves ought to act as an open invitation to the young and fresh-minded to weigh in constructively, even if this does begin with acts of ruthless destruction. A great deal of modern art – and modern music – is indeed a con, to whose true nature those with vested interests are inevitably blind.

The South Bank's current pride and joy is a complete gamelan which has been lent by the Indonesian Embassy, and which will be the focus for numerous workshops. Pupils at one lucky London primary school are already undergoing weekly tuition with it, and will show what they have learnt in the ILEA gala concert on April 27. The 25 magnificent percussion instruments – ornate xylophones, and gongs of many shapes and sizes – are immediately addictive, and any school with a few thousand to spend could do very much worse than investigate the possibilities of buying their own village version.

Another project involves players from the London Philharmonic, students from the Guildhall, gamelan players, dancers, Afro-Caribbean musicians, and pupils from the ILEA Centre for Young Musicians in Greenwich: through group improvisation a musical event will be created for performance in a tent in Jubilee Gardens. Adult activities will result from collaboration with Morley College, and there will be a variety of summer schools.

And there will be seminars . . . Well, given the typical British arts educator's proclivity to sound off about his work frequently and at length, seminars are of course inevitable. The best one can say is that, except for those who want to scramble to the top of the arts-education tree, they are not compulsory.

Michael Church

Among this week's contributors:

David Budgen is Chairman of the Department of Russian Language and Literature at the School of Slavonic and East European Studies, London.
Gerard Haigh is head of Henry Bellers Of Middle School, Nuneaton.
Kathy O'Shaughnessy is reviews editor of *Vogue*.
John Weightman is Professor Emeritus of French, University of London.



Victoriana

Theatre Alibi is a group of young Exeter-based performers whose work in schools has, for five years now, always been marked by a respect for children and an ability to intrigue both the intelligence and the imagination. Last month they invited primary children – and their parents – to visit them at their base, Emmanuel Hall, which had been temporarily transformed into a *Victorian World*, a living exhibition.

Not a word was spoken, though the verses of "Home, Sweet Home" were sung at the piano by a lady and gentleman in a parlour where we had witnessed the maid brushing the carpet on her hands and knees, blackleading the grate and answering every whim of the drawing room bell. Earlier this same lady could be seen behind a back-lit screen, being encased in her whale-bone by the maid. The company used a series of still and human images to juxtapose poverty and wealth, to suggest Victorian fascination with collectibles, etc. Eventually, in a bleak cellar, the children watched a wretched couple place their baby in a coffin little bigger than their lunch-boxes.

The company visited the schools a week later to help the children explore the impact of the exhibition; to chart, as the director Tim Spicer put it, "a kind of emotional map" of what they had seen and felt. Mr Gradgrind would not have approved of such excitement.

Geoff Fox

Whispers

Whispers in the Dark. Theatre Centre 01-354 0110.
Under the Hammer. Electric Theatre Company.

Whispers in the Dark is Noel Greig's second play for Theatre Centre, his first for five to eight-year-olds. It forms part of the Hidden Histories Project, emphasizing the need to record current culture for it to become the culture of tomorrow. We find ourselves in a land where giants have taken away all the books, where teachers, storytellers and song-makers are hunted criminals. All this we discover from a cast which bubbles over with padded backsides, false noses, funny costumes and infectious giggles. Since stories and songs were banned, they are only "whispered in the dark".

There is some lively storytelling incorporated in this framework, and Sharon Nassaeur's original music lends a delicate, haunted touch to the mood. One song, sung as a round, had the children spontaneously clapping. A strong, sensitive cast provided a hectic chase sequence, plenty of laughs, and many a moving moment.

Electric Theatre Company are aptly named. *Under the Hammer* fizzes along with a pace and energy that grabs, and holds the attention. The audience is in role, too, briefed as a jury in a court hearing and warned that "one of these people might be lying". At the centre of the action is Angie, accused of setting fire to the factory where she has recently been thrown off her YTS scheme. The three-person company adopt a string of characters as the events are recounted in a series of slick, economical flashbacks, seen from the viewpoint of different characters: is Angie aggressive by nature, a troublemaker? Or was she defending herself from sexual harassment? As jumbled pieces of evidence are flung at the "jury" to be unravelled, the company reveal a vital perspective on evidence: that it is less a matter of "is this story true?" than "in whose interest is this story told?"

This programme will eventually begin a trilogy, with parts two and three available by the autumn, for which funding is still being sought. On current form it would be a shrewd investment.

David Sheppard

Tensions

Shades of Brown
Northcott Theatre, Exeter till March 7.

Michael Picardie's *Shades of Brown* was first produced in the late Seventies. That makes it almost a period piece now, so fast have events moved in his native South Africa. The current production by the South West Theatre Consortium is a fore-runner to Picardie's new play, *the Cape Orchard*, which will have its first performance at the Northcott Theatre in the autumn.

It will be directed by Martin Harvey, whose stylised direction of *Shades of Brown* takes the audience into the private heart of the circumstances that led up to South Africa's racial tensions, and looks explicitly at the human confusion and misery affecting both white and black people.

Captain Jaap Van Tonder, a brutal Special Branch Policeman, played by Roger Blake, is distraught because the only child of his "pure white" marriage is brown. Reluctantly he seeks help from Jannie Veldsman (Jim Findley), a folk therapist who operates from a coloured squat in a Johannesburg township. Van Tonder brings his brutality with him to the consultation. He never removes his shoulder holster during the entire session in which Veldsman, with a delicate exuberance, leads him back through his own childhood to an imagined ancestor who could have introduced the coloured blood into his family. It is done with a tender compassion that Van Tonder cannot handle, and he is driven yet again to escape his human feelings through murderous violence.

The production is designed to focus on the contrasts on which this short two-man play is built. It underlines the awful and fatal weakness at the heart of the white bully; and the nervous, flexible strength of his apparently timid victim.

The play moves to the Theatre Royal's Drum in Plymouth where it can be seen until March 21. On March 18 the audience will have the opportunity to meet the director and cast after the play to discuss its presentations and implications.

Shirley Toulson

Mercurial

The Alchemist. By Ben Jonson
Royal Exchange Theatre, Manchester until March 28, then on tour.

Greg Hersov's production hardly offers a feast of fine acting, but is worth seeing for the fine acting of a Feast. Michael Feast's Subtle, a bogus dispenser of alternative science, feeding men's fantasies as he drains their purses, is a remarkable creation. Dressed in a reversible coat for all occasions, his eyes perform gymnastic displays as they pop, dart, swivel and explode in accompaniment to his mercurial body, twisting and bounding in order to generate energy sufficient to engulf each victim in a tidal wave of enthusiasm.

His front man Face becomes, in Jonathan Hackett's performance, the ideal rep character actor, alternately expanding into a swaggering captain and shrivelling to a servile hunchback before reverting to the smooth humbug servant Jeremy, no less a face and no less matign. These tricksters wipe the stage with most of the opposition. Jan Hastings as the quiet Abel Drugger raises a laugh on each entry before he speaks, but volumes of words go for little in Nick Stringer's Ephraim Mammon, while as his disenchanted friend Surly, Rory Edwards lives all too much up to his name.

Staged in the round, the production works best in group scenes, as while the victims converge like a cageful of *Malfi* madmen on their tormentors, much less well in soliloquies or long solo arias. In this guise it will tour during April and May, with workshops before each visit being given by education director John Butterly, and during the stay by members of the company. For details, see *The TES* of February 27, or telephone 061 833 9833.

Timothy Ramsden

Northern lights

Manchester-based GW Theatre are touring an hour-long play **Inside: Outside** to youth clubs in the area. Using material from workshops in a city high school, the play arouses pity and terror while being very funny. Opening out to show the home lives of contrasting classroom characters, it would make a fine discussion starter for schools too.

Also in Manchester, Contact Theatre are presenting Charlotte Keatley's My Mother Said I Never Should in repertoire until March 21. Impeccably acted, directed and designed, it is hard to imagine this quiet, poignant and complex look at four generations of women in a Manchester family will disappear after only eleven performances.

This month the Duke's Playhouse are touring **It's A Girl** by John Burrows to schools, colleges and community venues in Lancashire and North Cheshire. About five pregnant women who become involved in a campaign against a nuclear dumping site, the show is saved from being a trendy night out by the author's light comic hand, a fine cast of five strongly contrasted personalities and a dozen witty a cappella songs (Burrows' previous play on these lines gave birth to the Flying Pickets). For details telephone (0524) 66645.

TR

ARTS

Literary competition

Competition No 84. Report by Charybdis

Competitors were invited to compose a topical laureate-style poem, either by Philip Larkin (said by some to have been disappointed not to get the job) or by any actual past Poet Laureate.

An exuberant entry, whose abundant excellence furnished at least a score of printable verses. Few Laureates were unimpersonated: there was much suitably earnest Wordsworth, sonorous Tennyson, vainglorious Austin, vacuous Bridges, limp Day Lewis and bubbly Betjeman.

The Royals were, of course, prominent: Prince William entering his new school and Prince Andrew entering the House of Lords were loyally counterpointed by Prince Edward exiting from the Marines and getting bawled out by his Dad. Burmese, that most unflappable of royal mounts, retired; Liberace's liberally jewelled digits slid forever from the ivories; and the indefatigable Mrs Cynthia Payne continued to cater for at least some of the nation's needs. Other more general preoccupations (*vide* Gerard Benson's prize-winning entry) also stirred the Laureate Muse.

The Great Guinness Scandal was almost ignored, though E O Parrott (£4) caught a whiff of Stockbroker Belt unease:

It seems that some dealings were rummy;
The rumours are flowing like wine;
It's been such a shock to poor Mummy –
Thank heavens, dear *Horlicks* are fine.

I am truly sorry that I can proffer only warm commendations to Pat Belford, Alanna Blake, Audrey Bradshaw, Stuart Crabb, E J Elwin, Sylvia Fairley, Bill Greenwell, Paul Griffin, Larry M Hershon, Mary Holtby, Michael King Macdona, Ronald D MacLean, Margaret Porter, R J Roberts, and Simon van Zyl – all of whom could easily have won in a less fiercely competitive month.

As it is, the entries printed – by, respectively, Nahum Tate, Wordsworth, Tennyson (two), Masefield, Betjeman and Larkin – win their latterday representatives (and, in this case at least, literary executors) £8 each.

Ode on the Opening of the New Stand at Norwich City Football Ground by the Duchess of Kent, February 16, 1987.

Hark, now the Muses call aloud
In accents Dutiful but Proud
to welcome Kent's fair Duchess to the Ground

Of Norwich City Football Club
Where she the bran-new Stand doth dub
"Open!" in Voice both dulcet and renown'd.

Say, Muse, when last did Carrow Road
A like guest entertain? My Ode,
with clarion tongue proclaim the Great Event!

For yonder, lo, erect doth stand,
With silvern scissors in her hand
The Duchess fair who hails from favour'd Kent.

Now let the leathern Orb rebound from boot,
And let the baying Crowd the Skills salute.
As Manchester and Norwich slog it out.

The stand is Open now, of that there is no doubt.

C J D Doyle

Courage, all ye who can no work obtain
In these bad times when idle luxuries
Are dangled in the mart and gewgaws please.
Think not yourselves – the sad world is insane.
But do not therefore in despair complain.
The pilgrims on the earth had never cease.
Grapple your souls fast to the verities
Of fortified and hope and living plain.
The only worth that testifies a man
Is counted in the soul, not from without.
Avoid repining and all weak self-doubt.
Dwell not upon "I cannot" but "I can,"
Ye young. Although the winter lies about,
Their own Spring wakes in souls Promethean.

George Moor

Comrades, leave me here a little, here
for solace let me bide;
Free my limbs to feel the breezes blow
from airy Ambleside.
In the autumn flaming branches strive
to show the fire within:
Citizens mature in judgement lightly
play with thoughts of Cyn.
Every door is throng'd with suitors,
every nymph secures a bower,
Though her refuge be a closet lent for
quarter of an hour.
Eagerly the purses jingle: "Madam,
please!" her liegemen pray –
"Oh, good sirs, don't call me *madam*:
are all friends, and none shall pay . . ."

Cadence Braking

So all day long the noise of battle roll'd
Among the ancient halls and galleries
Of mighty Windsor Castle with the
bitter snow around
Until the pretty Edward lay upon the
shiny floor
Smitten through the heart, a shattered
reed.
The hoary Philip smiled and wiped the
blood from off his mail
"See here, my child, and hearken to
thy elder;
Thou wilt in substance cleft my heart in
twain
With thy wild scheme to don a minstrel's harp.
I'd rather slay thee with my own two
hands."
Then slowly rose the bold young
Edward to his shaky feet
In rare defiance of his ancient sire
And looked him sternly in the wat'ry
eye.
"Father, though hast ruled my life with
mouth and sword
But now I firmly take my leave of thee
to fight new wars with lute and song
And. . . . . ."

Ralph Goldswain

"Oh Hong-Kong ships are fine ships
and Hong-Kong ships are rare,
But when they're wrecked upon the
coast, let sailor men beware,
For the oil slick's a killer and it's death
to water bird.
And the call of gull and guillemot are
rarer to be heard"
Said the old gnarled bo'sun on the
night watch.

"Oh foreign flags are fine flags and
beautiful to see
A-fluttering from a masthead as proud
as proud can be,
But when they flies above a deck as
no-one wants to own,
Then it's death to gull and guillemot,
and mar'ners too can groan,"
Said the old gnarled bo'sun on the
night watch.

"For the guillemots and gulls and the
gooneys of the sea
Are the souls of drownded sailors, the
like of you and me,
And when the slick's a-murd'ring
them, it's time to come to port.
For them as kills off one kind will kill
another sort."
Said the gnarled bo'sun on the night
watch.

Gerard Benson

O Princess Ann upon a horse
Smiles down on me and I, of course,
Would climb the highest mountain
peaks
To be the saddle beneath her cheeks.

Margaret now is still my dream
To share my scones and jam and cream
O dimpled flesh and strong, strong
arms–
Hug me tight to your ample charms.

Lady Diane with face so haughty
Brings on thoughts I know are
naughty.
If she would crush me with her toe,
Oh, spiat! my aching heart would go.

But Fergie, freckles grin and thighs
I'd be her goggles when she flies.
Her thermal vest upon the slopes –
O aging, grey, suburban hopes.

Jock Whiteside

"This was Prince Edward's bunk. He
slept
Here all his Army time. Those hooks
Are where he hung his Kit, and kept
His private things. He had a lot of
books."

The sergeant pointed: on a chair
Two blankets, standard issue, with
each fold
Sharp parallel, wore an ordered air.
The paintwork, chipped and Ajax-
scoured, looked old.

But was he happy? Hardly, or he'd not
Have thrown it up for something called
free choice,
Have left the mud the Mess, the badge,
the lot
For theatre and the chance to hear his
voice

Ring out, stripped of the Royal role
That makes each prince a warrior and
hero:
But if he's done the proper thing to
stroll
The boards and play at theatres, I
don't know.

D A Prince

Competition No 85. Set by Scylla

A punning poem

His death, which happened on his
berth,
At forty-odd befell;
They went and told the sexton, and
The sexton toll'd the bell.

Not the lowest form of wit! Thomas Hood perpetrated pun on pun in his "Faithless Nellie Gray". Please let us have up to four such rhymed verses of good punning, on any modern subject. Closing date March 18.

We would like sixth-formers and students to regard the Literary Competition as being open to them too. While no concessions will be made for youth or inexperience, winners under 18 will be denoted by an asterisk.

Parables

Wildest Dreams.
St Thomas Aquinas High School, Manchester.
The Maids.
Loreto Sixth Form College, Manchester.

It's several years now since they put on an entertainment on this scale at St Thomas Aquinas, so there was an air of celebration about. Most of the cast had no experience when they auditioned, and the rehearsal period has been one of discovery in the best possible traditions of school drama. The school's head of music, Chris O'Hara, and a head of drama, Martin Taylor, collaborated on the script and the songs for this ambitious musical. It's a contemporary parable, in which the smooth talking Hiram T Pep gives four lucky teenagers the chance of fame and fortune. Blinded at first by the promise of glitter, the quartet finally confronts the menacing reality of the deception into which they have been drawn.

Paul Howley played the central role with smiling, mid-Atlantic vigour and almost always managed the spitfire change of gear required to demonstrate his evil nature. Martin Taylor built in a large number of medium sized roles, with the result that while everyone was able to have a go, there wasn't much meat to chew on. The bonus of confronting that common dilemma in this way is that the young actors begin to develop business and moments of their own, thus gaining self assurance.

The new putsch at St Thomas Aquinas will undoubtedly reverberate at Loreto College, where many of the pupils will go for sixth form studies. Loreto has a strong tradition of performing arts. Their production of Genet's *The Maids* is the best work I have seen there. The director, Peter Wilkinson, has drawn remarkable and precocious performances from all three actresses. Alison Kilduff and Clare Barker wove an extraordinary relationship of love and despair and Madame made a gloriously choreographed entrace (but then spoiled that vital aloofness by taking part in the maids' ritual brawling, rolling with them on the floor).

The design was cleverly constructed from sheets of tin, which functioned as mirrors and reflectors of surrealistic light. Genet's text teases the borders between reality and fantasy and there are some moments in the play when it is essential to acknowledge a real, material world. One such moment occurs when the alarm clock rings, crucial also because it helps to clarify a complex narrative. Here the clock was reduced to a mild, metallic clacking sound off-stage, which failed to awaken and alert the audience. A parallel moment, the telephone call from Monsieur, was rendered equally impotent. I was sorry, too, that Solange was enfeebled for her last, passionate speech. Apart from these relatively minor matters this was a production to relish.

Judy Meewezen

Punch drunk

Too Much Punch For Judy,
Epping Youth Theatre.

Two boozy sisters, both we suspect with private sorrows, go out for one drink too many. The older, Jo, who already has a conviction for drinking and driving, makes her drunken sister drive them home. They crash, and Jo is killed.

This documentary, researched and performed by a company whose average age is 16, throws up some interesting questions about drama and about health education. The play is performed with steely concentration and a minimum of sentimentality by its young cast. The equally young audience I sat in was patently out for some whooping Friday night fun watching their mates on stage. At the end, there was a horrid silence.

It's straight down the line documentary, monologues taken verbatim from interviews and woven together by Mark Wheeller, who directed. We get a constantly changing perspective – the mum, two young policeman, the casualty nurse, the local man who was first at the scene, and of course, the younger sister Judy, who is sick with guilt and grief.

We're spared virtually nothing in terms of emotion. We see the news being broken, watch Judy's agony in close up, even see real pictures of the crashed car. There's a couple of painful ironies, supplied by the man first at the scene, woken in the middle of the night by the crash. The Carpenters "We've Only Just Begun" is blaring from the striken car's stereo. Afterwards, the man has to pour himself a stiff drink to get a grip.

Apart from a rather odd sequence at the beginning, in which Captain Assertive and his assistant Phyllis celebrate Superman-style assertiveness, (the power to say no to that extra drink), *Too Much Punch* relentlessly ploughs one straight furrow. It's a piece of white propaganda, no more, no less. As theatre, it's one dimensional.

As part of the process of drama as educator it's obviously a huge success. The participants have learnt a lot more than not to drink and drive. I'm happy to report that the play is about to embark on a third dramatic life – as Theatre in Education. Touchstone TIE have been funded to take it round local schools in Essex, Hertfordshire and Cambridgeshire next term. The TIE context is obviously the one that will suit the play best, but even there the play will need to be carefully followed up. Current health education wisdom says that *active* learning is the best way to get important health messages across. Propaganda messages wear off, or are conveniently forgotten at the time of greatest importance.

Nick Baker

For more details of Touchstone's Tour, telephone Harlow 28845.

Arrogance

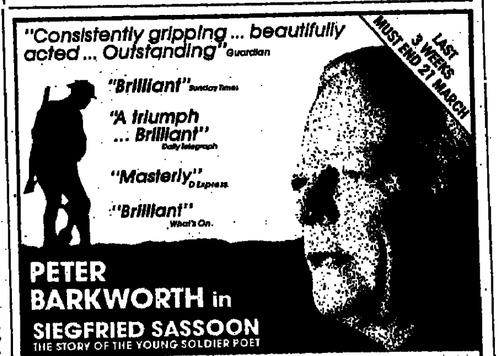
Twelfth Night
Orchard Theatre, Exeter.

Where is Illyria? Nigel Bryant, who directed the Orchard Theatre Company's recent tour of *Twelfth Night*, is not alone in placing it somewhere on the Mediterranean coast, a place where the rich ex-pat English might well disport themselves. His interpretation goes one step further. He sets the play in the 1890s, a period in which the master/servant hierarchy still pertained. Yet his production remained entirely faithful to the text and never betrayed the spirit of a play which, like itself, cannot be confined into neat categories.

Malvolio's ill-will was finely caught by John Surman's decadent gentlewoman's gentleman, a marvellous portrait of self-engrossed arrogance and frustrated ambition. His performance was in a perfectly balanced contrast to Anna Keene's playing of the exuberant Maria and David Gilbrook's Feste, a gypsy singer whose words and tunes seemed to spring from a deeply rooted folk-tradition. Carl Davies made a florid pander of Sir Toby Belch, a proper foil for Mick O'Connor's sprightly and endearing Aguecheek.

Nigel Byrant's productions are notable for their economy and balance: every movement, word and gesture is given its full significance. He allows no *longeurs*, and his audience is kept alert by the sheer momentum of the human significance of the action and not by surprise gimmicks and spurious, clever devices.

Shirley Toulson



RESOURCES

The changing preferences and attitudes of children, as reflected in play, can be seen more clearly at the annual British International Toy and Hobby Fair than in any individual home or classroom. Unlike teachers, the toy manufacturers who displayed their wares at Earls Court last month were clearly not shackled by restraints of culture, social conscience, aesthetics or preparation for life. They are free to respond to the dictates of children, as seen in sales receipts.

With the UK toy market estimated at £850 million at retail value, it is inevitable that manufacturers are able to invest heavily in their analysis of children's taste. Despite such intensive research, predictions are sometimes wrong: computer games were never the boom industry that was predicted and while electronic and video games enjoyed a burst of popularity, they now occupy only 2.4 per cent and 3 per cent of the market. By comparison, that old favourite, the doll and her accessories, still commands 10.6 per cent, closely followed by indoor games at 10.5 per cent. Miniature vehicles and action figures, which appeal mainly to boys, represent 9.8 per cent and 6.7 per cent, with construction sets following at 6.3 per cent. Other categories, such as soft toys, car and train sets, model kits and jigsaws fall way down the scale at under 3 per cent respectively. (Statistics from the British Toy and Hobby Manufacturers' Association.)

In some instances, the conclusions of the manufacturers are disturbing. While teachers and many parents have struggled to avoid the encouragement of role stereotyping in childhood, the toy retailers think otherwise. This year there was a strong swing towards traditional male and female attitudes, with many items being devised for a hard, aggressive male and a gentle, domestic mother or mate.

This separation of intention is made very clear in many catalogues, where the pages intended for boys are packed with monsters, machines of astral wars and powerful vehicles, while those for girls are almost Victorian in style, with soft flowers, charming furry creatures and gentle baby figures. The designers of male orientated toys are highly



"Boo Boos" (above left) is Hornby Hobbies' new "baby doll care collecting concept". According to Hornby's publicity, "the enchanting little elfin people, the Boo Boos, look after orphan Baby Twinkle in their log Cribhouse". Meanwhile, Krark, Prince of Darkness (right) is a toy for the boys: "this ferocious mutant arrives with a vicious scream . . ."

Role play

Charming furry creatures for girls, Masters of the Universe for boys. Constance King on a fantasy world of stereotypes

imaginative, robust and forward looking, while girls' creations are almost all retrospective.

Several firms that traditionally made boys' toys, like metal soldiers and farms, are now in the girls' market, producing pieces such as dressing tables and make-up. Girls can also have a smart typewriter so they can play at offices; the female is put firmly in her place as a decorative supplier of basic labour. Not a female director or entrepreneur in sight.

Another traditional female toy that was a success story last year is the "Big Kitchen" (Britains), with branded merchandise for a feeling of reality. In this play situation, there is an ironing board, a sweeper, an oven with menus and dishes, dusters and dustpan. The embryonic drudge is even supplied with her own kitchen sink.

Girls are also encouraged to adopt a caring role: baby dolls and whimsical animals are supplied in abundance. Puppy and kitten care sets, with accessories for grooming and dressing the jointed creatures in anything from party frocks to dressing gowns, seem to have as little connection with reality as the pony care sets that mainly involve the combing of mane and tail. In general, hair care is something of a fetish with toy manufacturers, and dogs, baby and lady figures all wait to be combed, curled or tinted.

Boo Boos, the new baby doll range from Hornby, provides examples of the care concept toy which is frequently and advantageously linked to collecting. The term "collectable" is now highly fashionable in the toy trade, with many new ranges in which the acquisition of a single item is bound to create a desire to possess more, until a complete setting is developed. Concepts such as "Maple Town", manufactured by Bandai, the leading Japanese toy developer, is made up of groups of tiny flocked animal families with "environments" which could easily occupy a large table top. Some of the settings are 19th century in concept, with decorative schools, houses and a post office. The advantage, for the manufacturer, of animal or fantasy inspired figures, is that the same characters export well, so Maple Town will be as popular with British as Japanese children.

Collecting in the nursery is an old concept, fostered, in particular, by the makers of soldiers and paper dolls. As the acquisitive instinct became less acceptable in the Sixties and Seventies, few new concepts were launched, and girls concentrated on ever bigger wardrobes and accessories for their teenage dolls. The girl of the Eighties obviously wants to care, keep and acquire and her "environments" can be peopled with bear, fairy or animal characters, with vehicles and crockery and cutlery.

One line, out this year, is "Sylvanian Families" (Tomy UK), with rabbits, bears and cats, while the established "Flower Fairies" made by Hornby, a firm that has long encouraged the train-collecting zeal of fathers and sons, offers many items for their never-never land, such as a Petal Pool with shower and a tree house. In all the care-collecting ranges there are items that sell for very little so that the pocket money market can be encouraged.

The collecting urge of boys is fostered by many imaginatively designed creations, universal in appeal, such as the Zoids (Tomy UK), which culminate in "Red Horn the Terrible, sleek, merciless, the ultimate mutation". Mattel's "Masters of the Universe" has proved to be one of the most popular collecting ranges, though the designers must have problems in creating characters of sufficient ferocity to excite our battle-shocked kids. "Flying Fists He-Man" has added strength for new adventures and "Horde Trooper the Enforcement Robot" falls apart most alarmingly when hit in the stomach. Beam Blasters – dozens of characters, castles and mountains – can all be individually purchased, to create the never quite complete world of Eternia.

Among collectable supernaturals are the Rock Lords (Bandai), first introduced in 1986. Many of the pieces in this range, such as rocks that split open to reveal an animal or figure, are both imaginative and well constructed: the boy-who-has-all is supplied with a Rock Lords Mountain with prison, weapon spinner and trap. "Supernaturals" is the 1987 "male action toy concept" from Tonka, based on hologram technology, that enables each ghostly figure to have a dual, powerful, personality that changes at the flick of a wrist.

Many of these supernatural games were developed because more conventional war games were unacceptable to concerned adults. Instead, we now have robots and mutants who destruct with a bone and metal crushing devastation such as was never seen in those peaceful boxes of toy soldiers. What destruction can be effected with a new Lazer Tank (Bandai) that can itself be shot to pieces with a Ray-Gun: "Watch the tank explode – bit by bit it's blown to pieces with marvellous sounds".

Fighting and competing, simply as a He-Man, is not enough for the young of the Eighties. He must also learn how to survive in the money jungle, with expertise derived from games as instructive as "Prosperity" (Casper Games) or "The Stock Market". Young speculators are encouraged to master the skills of wheeling and dealing, the most wealthy, predictably, being winners. The game "Prosperity" is said to mirror real life, with speculation and money handling; like many other such games it is promoted as both educational and entertaining. In "Flutter" (Spears Games), the child is an investor and can learn all the skills needed in handling six companies on which dividends can be drawn.

Many computer and video games were spoiled as children's toys by the inclusion of such aids in the classroom, but a few survive. Somewhat more educational than many is the new "Artificial Intelligence" (Humatt), devised by a philosopher and psychologist, currently working on the theory of computer learning. In this game, two computer teams fight to occupy the memory of the other. It is played on a diamond shaped board and has more lasting appeal as it can be played in a swift or very complex way, encouraging the ability to think in a logical manner.

By contrast there is a resurgence of games of question and answer. This may be a response to classroom teaching where many children complain of too much freedom and too little learning. Why else should a game such as "Trivial Pursuit" (Kenner Parker) have become so popular? "Quotations, who said what, when and why?" would have been commended by most 19th-century educationists, while "Blow Your Mind" is also an exercise in the basic power of memory.

The manufacturers claim that the motivation for purchase is almost always the child's. They claim too, that hard research into what will constitute a "winner" has been found to be inconclusive, as the toy market is highly volatile. One line, such as the "Flower Fairies", will become a runaway success, while another similar one will be a failure. The manufacturers of this product state that their inspiration was based mainly on market feel.

The widening gulf between male and female toys is apparently not promoted by the manufacturers. Many of them claim to be distressed at the horrifying aggression seen in war themes, all of which compete to destroy or control the universe. Unfortunately for educationists, the makers have to follow the taste of their market. No matter how heavily a line is promoted, if children do not respond, they will not buy. Even the power of television advertising seems somewhat doubtful – 1986 saw a drop in toy advertising revenue of 16.5 per cent (after inflation) over 1985. This assertive, independent market is so difficult to predict or control that the majority of toymakers operate on their sensitivity to current trends rather than on statistical surveys.

Despite all the efforts of the peace movement, women's liberation and the many teachers and parents who have promoted learning through freedom, children are telling the toy manufacturers that they thirst for war toys, relish their male and female roles and would appreciate some return to the learning of facts. If children's taste can be judged by what they buy, it would seem that we are fostering a generation that will be as conservative in its aspirations and identity as those of the Thirties and Forties.

nuclear energy teaching aids

Educational materials available from the UK Atomic Energy Authority include teaching resource packs, videos, films, slide-tape packs, posters, computer software, a wide range of free publications and a monthly magazine.

For details please use the reply coupon below.

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To: UKAEA Education Service, Room 119, UK Atomic Energy Authority, 11 Charles II Street, London SW1Y 4QP

Please send me details of the educational materials available from the UKAEA.

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TES 3/6

Breadlines

All About Bread
Resources pack £5.99 + VAT
Allinson Wholemeal Bread Education Service, 644 Bath Road, Taplow, Maidenhead, Berks SL6 0PA.

What you get here, in a transparent plastic A3 envelope, is a variety of cards and sheets for classroom use. There are six sections – On the Farm, At the Mill, At the Baker, In the Shop, At the Party, At the Picnic. For each one there is an A3 colour photograph, with comprehensive notes on the back to help teachers with classroom discussion. So, for example, you might hold up "At the Picnic", which shows a group of people playing in a field while a picnic is prepared in the background. As you might expect, it's a pretty healthy picnic with celery, tomatoes, chicken legs, fish and Allinsons Wholemeal Bread – not a pork pie or lump of black pudding in sight. On the back of the photograph are prompt questions – "Why do we eat food?", "What should we eat more/less of?" – leading into the topic of dietary fibre. There is also a factual summary of the components of food – carbohydrates, fats and so on.

In addition to the six photographs, there is an envelope containing three worksheets for each of the six sections. These are presented at three difficulty levels to cover ages 5–7, 7–9 and 9–11. The A4 sheets in black and white can be photocopied. There is also an activity and resource booklet with background information and suggestions for further activities.

This is a useful pack for the price. The big glossy photographs alone will be welcome in many a home economics department. The worksheets, though, are not very challenging, with colouring activities and filling in of blanks – not much above the level of "busy work". Still, there is enough in the pack to find a place in most classrooms.

Gerald Haigh

Software

This month's software reviews will appear next week in the Computers in Education Extra.

MEDIA

briefings radio & tv

For schools

POLITICS AND YOU
(Mon 9.38, Tues 11.57, BBC2)
A short series about power and democracy asks who has the power and what can a citizen do to share it. "Put it to the Vote" involves 14 to 16-year-olds in the pros and cons of decision making by voting.

ZIG ZAG
(Mon 11.00, Wed 14.15, BBC2)
The unit about Canada begins with a journey across the country by train. Pinpoints for eight to 10-year-olds the key geographical features. The accompanying illustrated book costs £1.40.

HELP YOURSELF TO MATHEMATICS
(Mon, Tues, 00.30 VHF4)
NB Self-help for upper secondary pupils in certain topic areas. Unit 4 concentrates on formulae and basic algebra and Unit 5 on equations and straight-line graphs. Examples and practice questions are in the workbooks.

WATCH
(Tues, 11.00, Thurs 14.00, BBC2)
The three programmes about birds start by looking at different kinds of feathers. What was the first bird like and how did man first try to fly? Older Infants investigate.

MIDDLE ENGLISH
(Tues, 11.44, Thurs, 11.03, ITV)
Extracts from the "Father Christmas" books, "Fungus and the Bogeyman" and "The Snowman", help Raymond Briggs talk about his work.

HISTORY LONG AGO
(Tues, 14.05 VHF4)
A two-part unit on "Emperors and the Empire" takes a retrospective look at how Rome became a world power. Nine to 12-year-olds learn about Julius Caesar's death and Augustus's feud with Antony and Cleopatra.

THE FRENCH PROGRAMME
(Wed, 11.39 ITV)
Year 1 of "Action-Télé" takes 11 to 13-year-old near-beginners on a trip around a small French town in the Loire Valley. People get and give directions and students practise in the studio.

In our review of "The World at War" series on Channel 4, we stated that the programmes could be recorded for classroom use. This is only the case for holders of the Guild Sound and Vision Channel 4 licence.

Voices in the dark

Mary Hoffman tunes in to programmes for young listeners and finds that School Radio has lost its way

SCHOOL RADIO
Listen!
Fridays 2.40pm
Listening and Reading
Wednesdays 2.20pm
Toy Theatre
Fridays 2.25pm.

Radio as a medium for educational broadcasting appears to be in a vacuum. In one sense it is very backward-looking, with the tone of some programmes unchanged since the days when it had a monopoly. But it also seems committed to auto-destruction and being overtaken by other technologies. It often exhorts teachers to record school programmes on to cassette for greater convenience. Presumably the greatest convenience of all would be for the BBC to issue the programmes as cassettes to start with.

What radio ought to do best is anything connected with listening. *Listening and Reading* uses the simplest and most effective technique, reading a story. There are 10 short stories or poems and a set of five books to go with the series. Again the teachers' notes suggest recording two programmes on to a cassette to package in a plastic envelope with each book.

What then is the advantage of a radio series over going into a trade bookshop and choosing from a much wider range of cassette plus storybook packages, using top authors and illustrators as well as experienced actor readers? Only Mike Rosen reading his own material is as good as what is commercially available, but this is a cumbersome and expensive way of getting two poems.

Listen! makes a more concerted attempt to do something with the medium itself, though in a self-conscious and very dated way. There are 10 episodes of an adventure story – this term *Dangerous Holiday* by Rob Gittins. It is quite literally a cliff-hanger, with children falling off mountains and into the water with predictable regularity. The clichéd writing is matched by some incredibly unsophisticated production.

The teachers' notes, while full of good follow-up ideas, have been very sloppily proof-read, with errors in the synopses – even getting one character's name wrong twice – and a misleading "Booklist" heading which tells you to consult your school library service. Shame!

The *Toy Theatre* finished at half-term, but if you've recorded the programmes you may just be launched on the activity in school. Five playlets have been broadcast – four potted pantomimes and a time-travel story – and instructions and templates are available for making your own model theatre. These don't seem to have been tested quite enough on people who didn't already know what to do. Cornflakes boxes are required without saying which size and dimensions in the pictures are misleading. Things for which one is promised "details below" never appear and so on.

However, once we'd wrestled with the problems of construction, the resultant toy theatre was a triumphant success in terms of play value and creative language. My children quickly dispensed with the tape and the printed playscripts and made up their own dialogue. This is all to the good and in harmony with the intentions of the series. But it has very little to do with radio. Since School Radio is probably the only experience that children have of a spoken-word channel, it needs to find its own voice again, or dwindle into a resource-factory of kits and cassettes.

Au revoir 'Nuffield-speak'

Brian Hill previews a French series for GCSE

SCHOOLS TELEVISION
France français
BBC2, Fridays 11.0am



A key-word in language teaching is "authenticity". Many courses claim it, though few attain it. One that does is the new BBC series *France français*, which begins this week.

The setting is beautiful Provence, in Apt near Avignon. The sun shines, people smile, they enjoy life. The cast of ordinary French people manage to perform in an engagingly natural way, whether shopping, playing chess or talking about drums. GCSE students from third to fifth year should welcome the level of language and, most important, enjoy the wealth of insights into life as a teenager in France.

The first five programmes centre on pupils from the local school, starting off with an English lesson in which the characters who are to be picked up later struggle with the language. Then there is a big family birthday celebration with lots of effusive well-wishing, and a visit to a music festival with impromptu interviews and performances.

After a pause for revision the series carries on with more thematic programmes. Topics for discussion occur as girls try to make their way in a school for jockeys, and boys reflect on the pros and cons of military service.

The series visits a host of different locations – from outlying farms to school, a bicycle rally, the swimming pool and the shops. Once there, the "characters" describe their lives and their feelings in interviews and vox pops.

Perhaps inevitably with authentic recordings, some of the exchanges are difficult to pick up at first hearing, but clearly-spoken voice-over commentary brings a journalistic feel to the script which is far removed from the "Nuffield-speak" that has characterized so many courses in the past. This provides clear linguistic signposts which should help particularly less confident pupils.

Teachers should exploit the programmes as they see fit. There is plenty of scope for detailed linguistic analysis, listening and speaking practice, or even just viewing for pleasure. The series gives a rounded picture of French life and visual information on how people dress, what houses look like and how teenagers spend their leisure time.

There are no notes to accompany it. Instead, the BBC is asking practising teachers to test their ideas once they get the programmes and the best will be fed into the support materials when the series is repeated next January. Free transcripts are however available and the address for these is given at the end of each programme.

Once upon a time

CHILDREN'S TELEVISION
The Secret World of Polly Flint
ITV, Mondays, 4.45pm.

Whether or not adolescent girls in the north Nottinghamshire coalfield really do wear demure skirts all day instead of the jeans more popular in other parts of the country, a girl whose wardrobe is downright dowdy looks set to give the area almost as much publicity as the miners' strike.

Such is the way with television series these days. Helen Cresswell's book *The Secret World of Polly Flint* is available in both hard and soft covers. And with an optimistic belief in the success of Central Television's dramatization, Nottinghamshire County Council is mounting a "Polly Flint" exhibition trail through the countryside where it was filmed.

Who will want to follow it is difficult to predict since the series has a muted appeal. Local people will already know Clumber Park and the Dukeries, while the series itself may put off potential ramblers from farther afield. It is not so much that it has a northern setting, nor the fact that Polly's father is a miner and pithead winding-gear rears up at the back of nearly every shot. Rather, it is the character of Polly herself.

Right from the opening of the first episode, with Sir Michael Hordern as the off-screen narrator solemnly intoning "Once upon a time . . .", she comes over as something of a wimp. In contrast to the gritty realism of scenes in which her mother gets on with the ironing and her father feeds his pigeons, she moons about the hills, "twizzling" round and round and making up rhymes like an eight-year-old. Up in her bedroom it is just the same: stacks and stacks of teddy-bears, one or two tastefully framed pictures, but not a trace of A-ha, Go West or any other adolescent heart-throb.

Polly Flint is, in short, the sort of "nice" child who gets poked in the ribs by other girls in the school corridor. It remains to be seen whether her discovery of the lost village of Grimstone – and, inevitably, it is magically rather than archaeologically lost – will give her the shake-up she needs. The chances seem slim, however: in episode one she betrayed more emotion at the sight of an "angel" than when she learnt that her father had been crippled in a mining accident. And the final scene in which she fell asleep dreaming of similarly "nice" children dancing in slow-motion round a village maypole hardly provided the strongest incentive to tune in next week.

It will take more than that – more even than a gushing trail from Gaz Top, currently the presenter of Children's ITV – for *The Secret World of Polly Flint* to redeem the independent companies' poor showing in the children's ratings.

Hugh David



Switchback

Anne Cullen and Richard Evans preview this week's 'Help Yourself' programme

SCHOOL RADIO
Help Yourself: Biology
Radio 4VHF, Wednesday 00.30
Help Yourself: You and the Law
Radio 4VHF, Thurs, Fri 00.30

The programmes in this series are intended for independent use by pupils. Clear instructions are given when the listener must switch off the tape and do the activity in the book before listening to the next section.

The two *Biology* programmes in this series are aimed at GCSE or equivalent level. Despite the clear instructions about switching on and off, I did occasionally find myself looking at the wrong page or concentrating more on the instructions than the content of the programmes. However, familiarity would soon overcome this.

The close link between the Biology programme and the workbook is the best aspect of the series. Pupils really can work at their own pace. The limitation is the number of cassette players available, but the tape could be used by a group of pupils and the material would be very useful for a pupil who had been absent.

The main drawback is the rather dry and dull presentation, and far more information is presented than is required by the syllabuses. For example, details of the action of glucagon are not necessary for most syllabuses and gonad stimulating hormones are more appropriate for A Level studies.

GCSE aims to move away from content-laden science towards an emphasis on principles and processes. This trend is not reflected in these materials. It is also disappointing that the principle of negative feedback is not stressed, there is no reference to practical work, and the activities are generally restricted to filling in blanks in the workbook.

Blood sugar control is the more interesting of the two programmes and the star is undoubtedly the diabetic girl explaining the implications of the disease. Pupils will relate well to this.

It is a pity, though rather amusing, that the presenter has to apologize for two errors in the workbook; they missed the third, (the incorrect spelling of glucagon on page 5), or perhaps were just too embarrassed by that stage. The diagrams try to be lively in style but sometimes at the expense of clarity – the liver ends up residing in the right buttock!

The sex hormones programme is heavy going. Very few women are interviewed and the impression given is that we women do suffer something rotten with our hormones. I cringed to hear a woman doctor explaining that the reason some mothers "create a song and dance when you come in late" is due to the menopause. It would have been useful to hear a few alternative experiences.

AC

You and the Law consists of four programmes on why some young people have to leave home, their ensuing legal rights and responsibilities.

Several teenagers and their parents discuss the problems of living at home and the conflicts which result in children having to fend for themselves. The programmes offer a stimulating introduction to some controversial and confusing aspects of the law. They offer the chance either for individual students to study at their own pace, with the benefit of an excellent workbook, or for group discussion to thrive.

Several case studies illustrate the sort of legal controls that parents can exert over the teenage children: a 17-year-old girl who was physically abused by her father who had difficulty obtaining alternative accommodation because she was under 18; or a Bangladeshi girl who did not want an arranged marriage and left home to work as a secretary. The case studies cover a range of issues from a whole mixture of social backgrounds.

The next two programmes concentrate on the housing aspect of leaving home: the role of local authorities in helping young homeless people and the rights of tenants; the problems of renting for the under-18s; the costs of renting a place of your own and the difficulties teenagers encounter, and what the law says about squatting.

The final part of the series looks at how the law affects young people generally and examines the difference between a moral and a legal responsibility. All the programmes are well structured and set at a lively pace without being complicated

RE

The art of criticism

Merlin James deplores the neglect of practical criticism in art education

Most school teachers of English Literature would recognize the extent to which the teaching of their subject is influenced by university English, and changes wrought there in the early decades of this century. The introduction of courses permitting the study of modern literature independently of Anglo-Saxon, the influence of I A Richards' *Practical Criticism*, of American "New Criticism", and of F R Leavis's strenuous advocation of "judgement and analysis" all contributed to a growing focus upon text and its close formal examination and exegesis as above any historical, biographical or philological context to which individual works had tended to be subordinated for study.

New critical awareness at universities demanded more critically aware entrants from schools and provided more critically aware graduates as school teachers. Thus the conception of criticism established for advanced academic teaching and writing, and its consciousness of previous critical "heresies", filtered down to schools. Pupils were now expected to define and refine their own direct responses to a work of literature, and to deal with more than the history surrounding it or the biography of its author. They understood too, however dimly, the familiar complaint on essays too preoccupied with subject matter, that they were merely "telling the story".

Over the years many books aimed at undergraduates and the higher forms at school have restated the necessity for practical criticism and have given example texts and discussions to stimulate the critical thinking of both teachers and pupils. One such, Allan Rodway's *Craft of Criticism* (Cambridge 1982), again contrasts the "deciphering, explanation and critical appreciation of literary meaning" with "very different activities related to literature: in particular *scholarship* (a concern for the facts of literature), or *metacriticism* (a concern for the significance of literature, eg how it impinges on morality or politics, what it unwittingly reveals of contemporary social attitudes, and so on)."



"In the art history essay it's still, in effect, two marks for Manet's dates, one mark for interpreting *Déjeuner sur l'Herbe*."

Whatever heresies of its own the new critical trend bred, its many current detractors might do well to ponder the plight of a subject for which no such educational and ideological revolution took place: art.

The study of art has remained, by comparison with English studies, in critical pre-history. The bulk of discussion on art, whether written or conducted in education, still falls into extra-critical areas equivalent to those Rodway identifies: history, biography, aesthetics. Open any book on any aspect of art in a school library (or indeed anywhere): how many pages, or paragraphs, or isolated words, deal at all precisely or directly with individual works themselves – with their form (structure, composition, colour, texture); with the relationship of form to what, if anything, is depicted; with the effect of such depicting or non-depicting on the viewer; with the way and extent that the meanings of the work are essentially dependent on, and independent of, the forms that generate them? And how much of the text could be deleted with that reprimand "telling the story"?

Certainly there is no counterpart to the many education-based books of literary criticism like Rodway's. All those things now recognized for English literature as critical concerns seem in art to be still considered unscholarly, subjective embellishments to the real facts and figures of art history; *mere* art appreciation – "enjoying pictures". The sort of opposition that the promoters of practical and close textual criticism initially met with in the academic establishment was brought home to this writer recently when discussing the possibility of a further degree with one major institute of art history. Proposing to structure it primarily on analysis of specific works by the painter under study, I was warned that "one can't fill one's thesis with subjective waffle".

As with English, art teaching at school reflects the state of higher education and scholarship. Too little direct, exploratory exchange of ideas and reactions goes on among teachers and pupils in front of art works or their reproductions. That which does, like so much useful teaching, is in spite of rather than in accordance with any exam-directed syllabus. In the art history essay it's still, in effect, two marks for Manet's dates, one mark for interpreting *Déjeuner sur l'Herbe*. For a sixth former studying art history and going on to do a degree in the subject, the lack of a practical criticism of art often means the diversion from enthusiasm, insightfulness or curiosity about pictures or sculptures into the realms of historical and biographical minutiae.

There is no exact parallel, of course, between English and art education. Most obviously the English student primarily learns to study existing literature, *not to be a creative writer*. School art departments attempt to teach the practice of art, with art history often comprising the theory element of a predominantly practical course. But here again the absence of criticism is damaging, and again the situation echoes that in higher education – this time in art college fine art departments. In both there arises the problematic relationship, or non-relationship, between the practical activity and the academic requirement of the course.

The traditionally academic pupils at school, able enough in art history lessons, can tend to disregard painting, drawing or sculpting beside the "real work" of other subjects, while the more visual and material-orientated pupils, at home in the art room, often find art history simply irksome. The right critical approach to both the art of the past and the pupils' own work would demand and emphasize the very real work of serious thought and activity in the realms of the formal, visual and material. It would also enrich – and not only for art history – the rather *unreal* work of much abstracted school learning not informed by them.

For the school leaver, meanwhile, who enters a fine art degree course, the continued absence of criticism has far more complex, and potentially catastrophic ramifications. Tutors there, who are often sympathetic toward their students' frustration with compulsory art history studies, can offer little in terms of more relevant thinking about art. The products of the same non-critical system that employs them, their studio discussion is often at a crassly impoverished level. Art schools by and large neither train their students to assess and improve their own creations, nor to engage with existing art and perhaps find a vocation as, in whatever personal or professional capacity, critics.

What art colleges do seem to instil, ironically (and totally unrealistically even from a statistical point of view), is a fanatical imperative that every student become an artist. After graduating many continue desperately to produce work, irrespective of quality, to support the illusion of having achieved that goal. Many others, perhaps the less deceived but more obviously the casualties of the system, carry around a debilitating sense of failure, even guilt, at having stopped making art.

Defenders of the art colleges against present education cuts tend to make claims for their record of worthy achievements. The more tenable argument is for the vital necessity of maintaining them for what they should be, have largely failed to be, but could still become. The institution of a thorough practical criticism discipline is the most urgently needed measure. A similar argument might serve in the struggle to maintain a respected place on the school curriculum for art; but as it did for English, higher education – art colleges and art history schools – would have to lead the way. Until then, art teachers attempting to engender in class genuinely critical consciousness will be, unlike their colleagues in English, equipping their pupils against the dangers and deficiencies of higher education, rather than initiating them into its demands and disciplines.

Merlin James is a painter living and working in London. Born in Cardiff in 1960, he went to the Central School of Art and the Royal College of Art. He is currently working on a book, The Practical Criticism of Art.

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Primary picture

Art Craft and Design in the Primary School. Edited by John Lancaster.
National Society for Education in Art and Design, 7a High Street, Corsham, Wiltshire. £6.95 (+ 75p p&p for orders under 10).

In a world that abounds with art books for teachers of a "how to do it on Thursday afternoon" nature, it is refreshing to encounter a new one that takes the issues of art education in the primary school seriously.

Art Craft and Design in the Primary School, published by NSEAD does just that. It addresses itself to the task of covering the wealth of issues and concerns that directly confront the hard pressed classroom teacher. The two main things to its credit are:

1. it takes seriously the place and function of art, craft and design within the primary curriculum;
2. it manages to package this information in a way that will immediately appeal to even the most sceptical teacher, who may have a suspicion that "this messy material" has little to do with them.

John Lancaster has stage-managed the editing and arranging of a mass of material that has actually existed within schools, colleges and l.e.a.s for some considerable time, in a variety of guises, yet has been inaccessible to the majority of heads and teachers.

It cheers me up to see the tried and tested wisdom of some of my erstwhile art advisory colleagues eg Bob Clement, Keith Gentre and Maurice Barrett, packaged alongside the intelligent planning of the classroom teacher and college lecturer. This results from a lengthy process of consultation nationally with many art educators at all levels. The cognoscenti will pick their way through the text and remark that some of it looks remarkably familiar. This should make an entertaining game at future DES/Art Advisers/l.e.a. art conferences – spot the text and match it with the Who's Who in art education in the acknowledgments!

Clearly such an exercise could have been fraught with danger since the book could have resulted in a pretty but useless patchwork quilt. It is a tribute to Mr Lancaster and the final editorial board that they have achieved a readable and attractive blend that comes across as informative continuous prose. The NSEAD are to be praised for taking the initiative in becoming the focus for this long overdue type of art and design book targeted at the primary sector.

The book is organized in seven chapters covering issues ranging across: teachers and pupils, classroom practice, innovation and staff development and use of materials. It clearly identifies 34 specific issues of immediate concern. These are presented in such a way that would in itself make a good work-a-day guide for primary heads in identifying a programme for staff development. It is encouraging that the text itself presents a catholic approach to what kind of art may be presented to children within the primary age range. It shoots no particular line to the detriment of any other, and argues well for the relevance of work to the particular age and stage of development of the child. In the process, the help is presented in

Culture swap

John Steers surveys the international scene

It appears to be a widely accepted "fact" that art, craft and design education in this country is the best in the world. I do not want to argue the rights and wrongs of this claim (there is no doubt that, at best, the subject is taught to a very high standard), but what does intrigue me is the slender evidence which usually supports this boast.

There was a time, especially in the Forties and Fifties, when the influence of developments in this country was particularly strong overseas. This was principally because of the impact, still in evidence today, of Herbert Read's *Education through Art*, which was first published in 1943. In 1951 Read attended a UNESCO seminar in Bristol which led to the foundation of the International Society for Education through Art (INSEA), the very title of which is a tribute to Read's international standing at the time. Today, INSEA has members in 86 countries worldwide, holds regular congresses, publishes research reports and a newsletter. Britain has provided two presidents of the Society and currently hosts the secretariat, but even so, there are no more than a handful of INSEA members in the country. INSEA – a UNESCO non-governmental organisation – is the largest organisation of its kind and it is the only one which is concerned with all phases of education from the nursery to higher, and to have links with so many countries. So, again, one has to ask where is the evidence for our much-quoted supremacy in art education?



Perhaps those making the claim look no further than our near neighbours, France and Belgium. If so they will certainly find the evidence to support their point of view, because art scarcely features in the secondary curriculum. But the scene is very different in the Netherlands and West Germany, for example, and in these countries the provision is more comparable to that here. In the Eastern "bloc" the arts typically occupy 20 per cent of the curriculum throughout the period of compulsory schooling, no doubt because it is recognized that a strong sense of national identity can be developed through these activities.

In the United States there has long been a tradition of scholarship and academic research in art education. There is some justice in the claim that eloquent theory has not generally been matched by practice in the US, although the National Art Education Association can now chart with some pride the acceptance from state to state of their goals for bringing "art into the mainstream". It is perhaps the "Old Commonwealth" that has benefited most in recent years, through being well placed to adapt appropriate theory and practice (principally from this country and the US) to their own needs.

The developing world appears to have understood that arts education can be a powerful force for social change in a way which we have long since done nothing but pay lip-service. This is such a strong conviction that it came as an overwhelming shock to the small, complacent contingent of Americans and Europeans who attended the huge, chaotic, but invigorating INSEA World Congress in Rio de Janeiro in 1985.

For those who wish to observe for themselves the range and quality of art education beyond these shores, INSEA offers many opportunities. The 25th World Congress of INSEA will be held in Hamburg, West Germany from 24–28 August this year, on the theme "An Image of the World in a World of Images". Regional congresses will be held in the Philippines (April 1987), Nigeria (August 1988), Sweden (August 1988), Egypt (January 1989) and Spain in 1992. For those who unhappily cannot afford, on a teacher's salary, the high cost of international travel, *INSEA News* offers valuable insights into activities in the regions. The current issue focusses on events and ideas from Australia, including an account of the Australian Flying Art School! Three special issues in 1987 will deal with art education in Latin America, Asia, and the Middle East and Africa respectively.

One enormous advantage of membership of an organisation such as INSEA is the opportunity it offers to make diverse cross-cultural contacts which can offer not only a much-needed perspective on long-held opinions and beliefs, but also a rich vein of resources for teaching the subject in our own multi-cultural and multi-ethnic society.

At the INSEA Regional Congress held in Bath in 1985 one British guest, who should have known better, said, referring to the delegates from 42 countries who were present, "there is no-one here who can teach us anything". From personal experience I know just how wrong he was, but I cite this example because I think it typifies the insularity of so much of our thinking about the subject. Also should we not be asking, if art and design education in this country is as good as we say it is, what we can contribute to art education worldwide? And this in turn begs the question of how we can do this and at the same time avoid the charge of cultural imperialism.

There are some signs that once again the United Kingdom is making some impression on the international scene. The NSEAD's *Journal of Art and Design Education* is sold in over 40 countries and can with some justification claim to be the leading journal worldwide. The recent spate of publications from this country is beginning to make a limited impact overseas. What is needed now are more art educators, particularly classroom teachers, who are prepared to become involved in the international scene. Without doubt their lives and teaching will be enriched by the experience – and they will be in a much better position to judge, if it any longer interests them, just where art and design education in this country ranks in the world league table.

John Steers is the general secretary of the National Society for Education in Art and Design and the international secretary of INSEA. Further information about both organizations, publications and events may be obtained by writing to NSEAD, 7a High Street, Corsham, SN13 0ES.

Primary picture

continued

eminently practical terms and where relevant does it by sharing particularised curriculum plans as exemplars of good practice.

A particular strength of the book is the presentation. The quality of graphic design and photographic support is of a high order. Since this is the second book produced by NSEAD with Mike Burns as graphic designer, and both are of good quality, one can only hope that this format will be continued should the NSEAD extend its series into the future. In addition to the supportive nature of the photographic material to the text, the double page spread showing "all manner of natural and man-made patterns, forms, and textures to be discovered in the environment" is particularly useful as an example of good practice.

The book does not concentrate only on the school-based issues of classroom practice, it also sets out to forge further links between agencies and art education providers within the educational system by encouraging good use of the human resources of HMI, Art Advisers, artists in schools, specialist teachers, local teacher working groups and galleries and museums.

The dilemma in producing any art educational text is that of the target group at which it is aimed. The NSEAD has taken the brave step of aiming widely: at classroom teachers, students, college lecturers, head-teachers and advisers alike. In this respect the format will enable it to be used equally by the hard-pressed practitioner and those who wish to use it as starting points for curriculum debate in a more philosophical context. I look forward to the next NSEAD production.

Ray Petty

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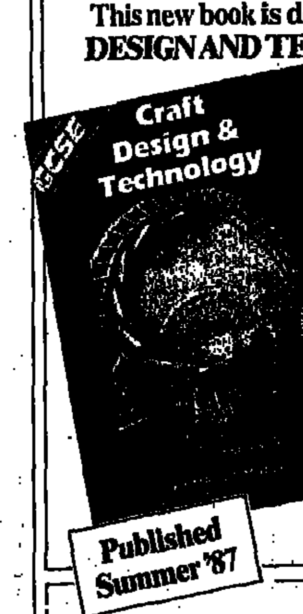
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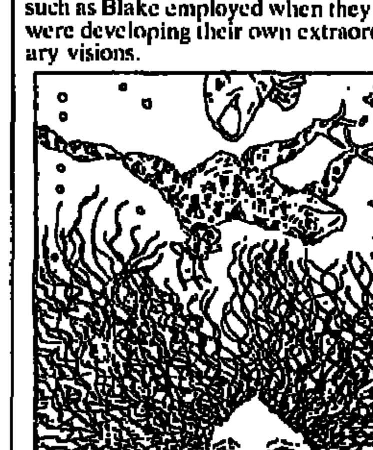
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Study in acid

James Driver on the satisfactions of relief etching

The subtleties of etching have enchanted and intrigued artists for over 500 years; but the mounting costs of the last 15 have all but denied most schools and students its pleasures. There is, however, a little known, cheap, and practical alternative that – unlike many more expensive printing processes – not only permits easy correction of errors but can also be executed with a minimum of specialist materials and equipment.

Relief etching allows the pupil, whether he chooses to work with pen or brush, to experience the excitement of planning, printing and publishing a complete edition of his own. It also enables him to combine words and images without the need for letterpress and offers a rare opportunity to rediscover the same techniques that artists such as Blake employed when they too were developing their own extraordinary visions.



As its name suggests, relief etching differs from intaglio – or normal – etching in that the line on the plate that prints is raised above the metal and not cut into the surface. This difference links the process with the woodcut, linocut, and even the rudimentary potato print. But where these processes often depend on large areas of ink or colour being applied to the paper, the relief etcher has the chance to reproduce all the intricacies and tones of pen and ink, or – with practice – pencil drawing.

The only materials required from a specialist supplier are a bottle of stopping-out varnish and the small zinc plates themselves. These are inexpensive items and the varnish will last for a considerable time. Nitric acid for cutting the plate can be bought over the counter at a good chemist's – a Crippenesque moment every time – and the rest, pens, brushes, white spirit, rags and a shallow container such as a developing tray for the acid bath are even easier to obtain.

With a brush it is possible to use the varnish undiluted, but it is an intractable medium and a mixture of one part varnish to one and a half, or two, of white spirit, shaken and stored in an old screw topped ink bottle will produce a solution to flow from the nib but still stick to the zinc. Any mistakes can easily be removed by wiping with a cloth dipped in the white spirit. (Inaccessible lines are best reached by wrapping the rag tightly around the wooden end of a thin paint brush.)

Once the design is drawn and dried a slow etch in the acid bath is best. One part acid to twenty of water (*always* remembering to add the acid to the water) is ideal and immersion for about two hours will leave clean, well-defined lines. The acid bath should always be well-ventilated, preferably by an open window or outside.

But as the only attention the submerged plate needs is an occasional wipe with a feather to clear away the mass of bubbles that gather, there is no need for anyone to be exposed to the fumes.

When the plate has been removed (strong rubber gloves are better than lowering and raising it on the cradles of string beloved of the handbooks), it should be washed under running water to remove any acid and then wiped with white spirit to take off the varnish.

At this stage the plate itself is now an object of some beauty, with the drawn lines appearing silver on the dull matt background. There is plenty of scope here for the metalworker seeking a method of intricate decoration. The printer, though, always longs to see his image reversed in black on empty white paper and so it is time for the final phase.

The best press for relief etching is a mangle. There is no need to attend farm sales or auctions of Victoriana – the omnipresent Acme of the Fifties is superbly fitted for the purpose. We obtained one for three pounds at a junk shop, the other was free. Both came complete with stands. Never try to ink the etched plate directly; a far simpler and older method is to ink an unetched plate of similar proportions, place it sticky side down on the raised lines of the picture, wrap it in a parcel of scrap paper to protect the rollers and pass it through the mangle. Prise the two plates apart, put the inked etching face upwards on a piece of stiff card wider and longer than the paper intended for printing, lay the paper on top, put it through the press and peel the paper off. And there is the first impression.

Such a simple technique is easily learnt and once mastered leads to all sorts of refinements. The easiest way to add text to the pictures is to write the words out on a piece of tracing paper, turn it over, and then copy the reversed script onto the plate with the pen and varnish. It is remarkable how adept one becomes at mirror writing.

The pictures may be coloured most effectively in coloured pencils, crayons, pastels or water colour. Colour printing can be attempted but it requires infinite patience and exact measurement to ensure the different colours from the individual plates appear in their proper places.

Collections soon lead to experiments in mounting and binding and exploitation of these or more mundane markets, such as jam labels or book plates, may even make it possible to venture into other more intricate printing processes. But it is worth remembering that from Elizabethan ballad sheets to the illustrated Victorian magazines the woodcut was the medium that the majority of the people saw. Now the art of the boxwood engraver has passed into the expensive end of the crafts movement it would be a pity if today's impoverished printers were to lose the opportunity of working in the linear tradition that has dominated English illustration for so many centuries. Relief etchers may miss the experience the carver gains of changing textures and subtle patterings from the grain but they will find the same satisfaction at the press.

James Driver runs the printing club at Aymestrey School, Worcester.



The Mechanic, by Fernand Leger (detail). From Just Imagine – Ideas in Painting by Robert Cummings, a stimulating introduction to painting for young readers (Kestrel, £6.95, reissued last October).

Modern movement

Bob Clement assesses the impact of GCSE in the artroom

All the early indications are that art teachers and departments are responding well to the challenge of the new examinations in art design. Although GCSE presents a formidable challenge in many subject areas, its basic tenets of enabling children to demonstrate what they know and understand and in encouraging resource-based and active learning lie very close to those principles that have been at the heart of good teaching in art and design for many years.

The emphasis within the new examination upon the value of coursework together with the move towards the assessment of units of work rather than individual pieces of work will do much towards eliminating the practice of training children to produce certain kinds of drawings, images or artefacts. The weighting of marks towards coursework, together with the requirement that all preliminary studies and investigations should be submitted with finished work will help to redress the balance towards valuing the processes that students go through in their making of images and artefacts. This move towards valuing process is also well reflected in the assessment objectives for the new examination, many of which are concerned with methods of working, investigation and decision making.

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There is no doubt that these changes in emphasis and assessment have encouraged art teachers to give more thought to the planning and development of sequences and units of work, giving students clearer guidelines and targets and to considering ways in which students can best demonstrate those investigatory and thinking processes that are an essential support to work of quality in art and design. Many art teachers have commented favourably upon the increased motivation and commitment that students have demonstrated in response to the new working systems that GCSE has generated.

All the Boards offer a similar package of endorsed and unendorsed courses. The semantics are irritating in that "endorsed" sounds inevitably superior to "unendorsed" and has led some teachers and many parents to assume that these are synonyms for higher and lower level courses, rather like GCE and CSE in disguise! Whatever we think of the new course descriptions, the development of such specific courses has been generally welcomed and will certainly discourage the long-held practice of trundling all students, of whatever ability, through the same general course.

The new courses rightly discourage a blinkered view of art and design education in which success is measured by the student's ability to produce highly polished images or artefacts within a narrow framework. The different examination boards encourage a wide ranging pattern of different forms of enquiry within art and design, as for example in the Southern Board's requirement that students should demonstrate evidence of their understanding and use of expressive, design and critical elements within art and design, and in the Midland Board's requirement that students must work through at least two different forms of study.

These checks and balances built into the new syllabuses will encourage the development of broader based courses and should give students a better understanding of the range of possibilities and responses available. It might even mean that moderators and examiners will never again be confronted by rows of almost identical drawings of squashed Coca Cola cans or of slices of lemons!

One of the most challenging aspects of the new examination is the notion of differentiation. It has rightly been agreed that in art and design differentiation is best achieved by outcome – that is by identifying the different levels of achievement by students in response to common or neutral tasks. This has been the common practice in previous art and design examinations but has been somewhat crudely applied, mainly because it requires some subtlety to design tasks that are properly neutral and which allow genuine responses from students across the whole ability range. Tasks as variable as the "literary" questions beloved of the O level Boards and the "one word" starters that have predominated CSE question papers in the past sew equal confusion among the most able and the struggling.

If the notion of differentiation by outcome is to work effectively it will require art teachers to give much more than passing thought as to how they set and design tasks and projects which are both structured and flexible enough to allow students to respond at different levels.

The examination boards, through their chief examiners, will need to give very careful thought to the design of the new controlled tests in order to ensure that the tasks or themes that are set provide similar access to the students and allow then to respond effectively and at different levels of achievement.

The new examination requires of art teachers a much more systematic and flexible use of systems of assessment. Although the assessment objectives have been clearly defined and for the first time in the history of art education there are nationally agreed aims and objectives for the subject – the way in which these are to be implemented and used is still far from clear. There are some art teachers who have used the assessment objectives as a framework for constructing useful instruments of assessment within their departments. Others seem to be interpreting the assessment objectives as some kind of marking scheme.

This is bound to be a rather cloudy area until the SEC working parties have agreed upon and published the grade descriptions for each of the assessment objectives.

In principle there is everything to applaud in the development of "criterion referencing" and which requires art teachers to be much more specific and descriptive about those qualities they are assessing within the student's work. But for many art teachers this is new and perhaps unwelcome territory – especially for those who have relied unduly upon intuitive systems of assessment. Countless CSE moderation meetings in the past have been littered with angry and emotive arguments about the rival merits of students' work simply because teachers have been struggling to assess the rival merits of different students' work against ill-defined and very generalized criteria.

The new systems of assessment should allow for flexible use of the assessment citeria and the possibility that we will no longer be trying to assess very different kinds of work and responses by students against some ill-defined and abstract "norm". It must be obvious that you cannot assess an objective drawing, an expressive painting or an example of craft work using the same criteria. Those art teachers who have designed and put into use in their departments profiling systems of assessment and who have matched these to some kind of self-assessment system for the students, speak highly of the response they have received from the students who obviously value the opportunity to be involved in the assessment of their own work. They also recognize the value to the students of strengthening that tradition of "negotiated assessment" that is part and parcel of good teaching in art and design.

It is much easier to give value to children's work when you are seriously considering and assessing its different aspects than when you are trying to reduce the assessment of a complete piece of work to an abstract C+ or a single numerical mark.

There is one major disappointment within the new examination. Despite all the talk and good work that has been done in recent years about critical studies and appraisal and the need to develop in students a good working vocabulary about their work, these attributes have not been properly reflected within the assessment objectives, although they are there in the general aims. It is difficult to believe that it can be satisfactory for students to work through five years of art education in secondary schools without being required to relate their own studio work to that of other artists, craftsmen and designers. Only one of the examining boards has made it clear within their syllabuses that evidence of critical study is essential to the successful completion of the new GCSE courses.

Two important question marks remain. How do the Advanced level examinations now fit end on to the new GCSE? It will be ironic if students completing the new GCSE courses with all their new emphases upon working methods and systems of assessment find themselves confronted with A level courses which have narrow and traditional expectations.

The new examination has raised considerable expectations among those art teachers who are committed to developing the best possible and most relevant practice. It has made many less committed art teachers re-thinking their work with children.

Will the examining boards honour the expectations generated in the new courses for more detailed and specific assessment of the student's work? Fair and generous assessment in Art and Design is both time consuming and costly. It has to allow for proper dialogue between teacher and moderator, between teacher and moderator, between moderator and examiner. It will be more than disappointing if the boards, for reasons of administrative convenience, attempt to impose systems of assessment upon the schools that deny the spirit and quality of the new examination.

Bob Clement is Art Adviser for [illegible] and was formerly [illegible] NSEAD. He is [illegible] Teacher's Handbook.

Good form

Giles Elliott on the vital role of three dimensional work

We live in a three dimensional world. It is important for children from an early age to come to terms with their world and art and design play an important part in helping children with this understanding. School, particularly in the early years, is the place where the child's emotional, intellectual and physical growth are brought together in a formal structure; few, if any, areas of learning offer the child the opportunity of combining these three elements as successfully and completely as does art and design.

Children's first voyages of discovery are through the handling, tasting and general close scrutiny of everything within reach. This leads naturally to a desire to understand the workings of the things around them, be it a live cat or a clockwork mouse. Most of the things that they encounter before coming to school have height, width and depth and are explored either minutely within the fingers or mouth, or by general reconnoitre on a larger scale. These developments in fine and gross motor skills are an essential part of a child's early learning. Indeed, it is now argued that without the development of spatial awareness that these skills help inculcate, *all* learning is hindered.

Within the child's first period of school these earlier experiences can be built upon as a means of honing fine and gross motor skills and spatial awareness. Few teachers would question the importance of enabling children to embark upon 3D work in schools, but many would argue that there are major difficulties in the way of carrying out such projects. There are no simple answers to problems of cost, space and time associated with 3D work, but given its importance it is essential that it is an integral part of any programme of art and design education for all ages.

To support this argument I would like to briefly outline a sequence to suggest why, from a child's first days in school, experience of three dimensional work has an invaluable role. If we identify two broad areas, resistant materials and plastic materials, it can be seen that very different learning opportunities are available. By asking children to construct in cardboard, wood and found materials using simple tools and adhesives we can give them a foundation of craft and design skills transferable to many curriculum areas.

I believe that we are presently making too little of the theme of "Man the tool-user". Surely this is central to all learning associated with man's evolution. The desire to construct, using the materials to hand is inherent in most children and they will readily translate boxes, card and fabric into palaces, space stations or caverns. Often the same item can be transformed over a period of construction in the way a painting can change its title as it is overpainted. This does not matter.



What do matter are the opportunities for problem-solving that arise. The physical difficulties involved in ensuring that one part fastens to another or that by working together a group is able to succeed where an individual might not, are early experiences of designing. Equally the artefacts produced can become accessories to story-telling and at the very least a way of encountering the language of spatial awareness: "on top of the roof", "through the door", "under the wing", "against the wall".

Plastic materials such as clay and commercial materials like plasticine offer a different kind of experience in that contact is more direct and results can be more immediate, but children can still go through the process, changing the imagery as they go along. I have always felt that the value of material such as clay is that it will take on the characteristics demanded of it, eg sharp and jagged, smooth and flowing, thin and delicate, heavy and squat, all within the same material and as such an excellent vehicle with which children can express their ideas.

The many constructional materials available are legitimate elements within art and design education and have an important place, but it is the way in which basic materials in the hands of young children can be transformed that is the central justification of three dimensional work in the early years.

The middle years of school can be a time of crises for children in art and design. With a growing awareness that they are not the centre of their world evolves a need to establish particular forms of reality and an ability to record that reality. If their skills are not developed at this time, frustration can lead to despair and to a fallow period from which some children never recover. This is not a phenomenon exclusive to art and design, it manifests itself in many areas of the curriculum.

This is a time when children need the support of clear guidance and structure. Sadly this is too often interpreted into prescriptive experiences; "four toilet roll centres, 19 pipe cleaners – we are going to make a giraffe!" The delicate balance between imposed, slick adult images and a situation where children are left to their own devices is not an easy one for teachers to achieve. One answer for working in three dimensions is to rely heavily at this time on the environment. By collecting resources and recording accurately that with which children are in everyday contact, a secure base is formed. Simply recording accurately in clay, a sea shell, a cogwheel or piece of bark may be enough to satisfy a child's need to create at this stage. Certainly a pride in craftmanship inculcated at this time can carry through to a maturing desire to express ideas with skills learnt during the middle years.

In the secondary phase many children experience limited opportunities for three dimensional work and yet the arguments for them participating in such work are as strong for them as for younger children. Indeed, because some will have had unresolved failures in painting and drawing and gain no satisfaction from working in 2D, their motivation can be transformed by opportunities to build, carve or model. I would argue that no secondary curriculum in its early phase is complete without an opportunity of working in clay, card, wire, plaster or found materials. Conscious that this statement will be rebuffed by art teachers who will claim that they have not got the capitation to do anything but paint or draw, I would merely point out that it is surprising how often a new, lively teacher on the scene manages the same meagre capitation allowance more fruitfully.

The danger of committing oneself to a programme almost wholly geared to painting and drawing is that not only can it result in limiting experience of art and design, it can mean that, with the advent of GCSE, children are being steered to one aspect of the syllabus with no alternatives on offer. This may be within the letter of the new examination but hardly within the spirit of what is envisaged. All is not gloom however. The re-assessment of the secondary art and design curriculum with more prominence given to critical studies and the importance of design studies in our work has invoked healthy self-criticism and there is evidence that both of these important processes have had an effect upon three dimensional work in our secondary schools.

3D work must play an important role in all phases of education despite the problems inherent in such work for it makes valuable contribution to education both within and beyond the art and design curriculum.

Giles Elliott is chairman of the Association of Advisers in Art and Design and general adviser (Art & Design) for Leeds Education Authority.



Lighting the way

Current demands for measurable results "can pressure teachers to tidy the vitality out of art". Arthur Hughes discusses the history and the future of art teacher training

During the past 12 months, with the passing of Dick Field and Louis Arnaud Reid, this country has lost two of its greatest post-war art educators. Both were deeply committed to the training of teachers and asserted the importance of rigorous enquiry into the nature of artistic experience and its function in the intellectual and emotional development of children. Each believed passionately in the practice of the arts and their role in the expansion and enrichment of human understanding.

At a time when specialist art teacher training courses were in their infancy, Dick Field emphasized the value of personal creative activity for those who would one day seek to introduce others to what David Pye has so aptly termed, "the workmanship of risk". He further maintained that for art education to have relevance for the majority of youngsters, who will not become professional artists or craftspeople, those involved in the teaching of art must themselves be educated in a manner commensurate with the goal of helping all children to acquire the skills and knowledge necessary for a "continuing and fruitful contact with art". He insisted that to teach only the practice of art is insufficient because "the experience of art is seen from within; a total view of art must include art seen from without".



It is relatively recently that many of these ideas have come to fruition and become a characteristic of art teacher training for both the primary and secondary phases. There is now a general acceptance that art education is much more than a making activity and is a form of critical study which should involve words every bit as much as it involves paint and crayons.

All teachers involved in the visual arts should have some understanding of the critical, cultural, and historical contexts of their subject and the ability to engage children in critical debate, both about their own work and that of others.

On BEd Courses throughout the country, Main Study students are being trained as artists, critics and teachers. The Council for Accreditation of Teacher Education criterion that students should spend the equivalent of at least two full years of their course on subject studies "at a level appropriate to higher education" means that many students, both in terms of their art and design skills and critical understanding are very impressive indeed. However, for the majority of those entering primary teaching, Field's "total view" of art seems no nearer than it was 20 years ago, and many lack confidence when they come to deal with the visual arts in school.

While the majority of PGCE and BEd Courses do contain a compulsory art element, recent research has shown that for non specialists, time spent studying the visual arts is derisory (often less than 20 hours on a primary PGCE Course). Yet, as we know, the development of confidence and flexibility in any subject is the result of the learner being able to structure the knowledge and experience gained in a way that is appropriate to their own purposes – what Douglas Barnes calls "action knowledge". This takes time, and it is because so little time is devoted to art education for students training for the primary phase that they can often be offered no more than a rudimentary survival kit of practical techniques. Unless these are imbued with meaning and the teachers informed by insights into the processes of art and design, the results can be the perpetuation in schools of adult stereotypes and clichés which have little to do with curriculum aims which seek to promote in children a sense of exploration and sensitivity towards the world about them.

At the heart of art and design [illegible] teacher training in England, Wales and Northern Ireland are 12 specialist centres for Postgraduate Art and Design Teacher Education. These centres which have their own independent management committee and professional organization, are located in universities, polytechnics and colleges of higher education, and together they are responsible for the training of approximately 400 specialist art and design teachers a year for the secondary sector. (Recent evidence of a shortage of qualified Art and Design teachers in some areas may mean that a revision of this figure should be considered.) They recruit graduate students from all of the design disciplines as well as Fine Art and are therefore at the forefront in the development of craft and design education in schools.

The centres vary in size and in the characteristic nature of their work. However, each is responsible for a one-year postgraduate course in Art and Design Education and most are concerned with advanced study and high level research programmes. For many years they have been noted for their capacity for educational innovation and many nationally significant initiatives in such diverse areas as art therapy, multicultural education in the arts, critical studies and design education, have emanated from them.

Taken together, they represent a unique national resource of scholarship in all aspects of art and design education; a recognized and mature field of study supported by a large body of academic work. The unrivalled depth of knowledge built up over many years in the centres is represented by the largest collection of dissertations, research studies and curriculum monographs on art education outside North America. In addition we now have the recently established National Art and Design Education Archive; a vast collection of material (much of it in the postgraduate centres), ranging from the early teaching of Marion Richardson at Dudley to [illegible] some of the great work done in the West Riding under Sir Alec Clegg. The archive is available for research and has attracted a number of DES funded teacher fellowships.

All of this is under threat. The new arrangements for INSET funding could eventually lead to the discontinuation of higher degrees in art education and the gradual disappearance of academic research. There is a real possibility that art, craft and design teachers will no longer have adequate access to advanced, award bearing courses in their subject. If this happens, one of the most remarkable educational success stories of the past 30 years will have been thrown away.

In an educational system which is being directed ever more strongly from the centre, there are great pressures on all teachers to look for safe and effective prescriptions in response to demands for outcomes which match certain perceived (and perhaps transient) societal needs. In art education this need for certainty can pressure teachers to "tidy the vitality out of art".

If we as trainers allow this to happen, we are in danger of undermining the basis of a subject which should be at the core of any curriculum which places a value on personal creativity, resourcefulness and full intellectual growth. We must, therefore, help both students and experienced teachers to define with ever greater clarity what it means for a young person to be truly "educated in art", and what are the necessary competencies, understandings and knowledge appropriate to each phase of a child's development.

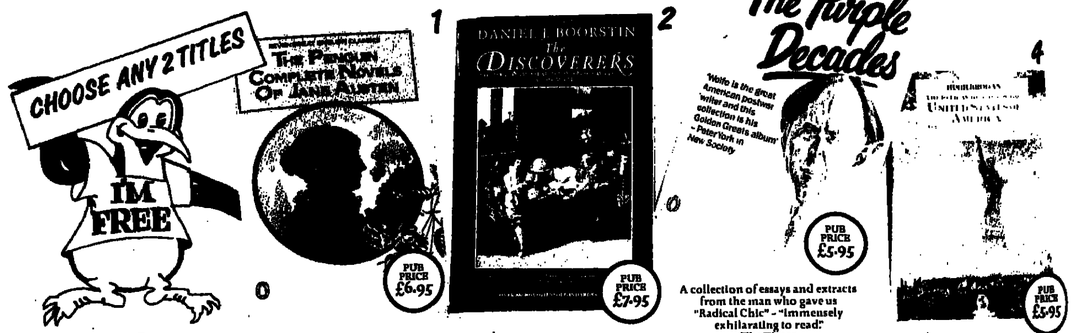
Dick Field and Louis Arnaud Reid illuminated the issues and pointed the way. The Centres of Art and Design Education continue to innovate and enhance educational thought and practice in art, craft and design.

Arthur Hughes is head of Department of Art at City of Birmingham Polytechnic. He is President Elect of NSEAD.

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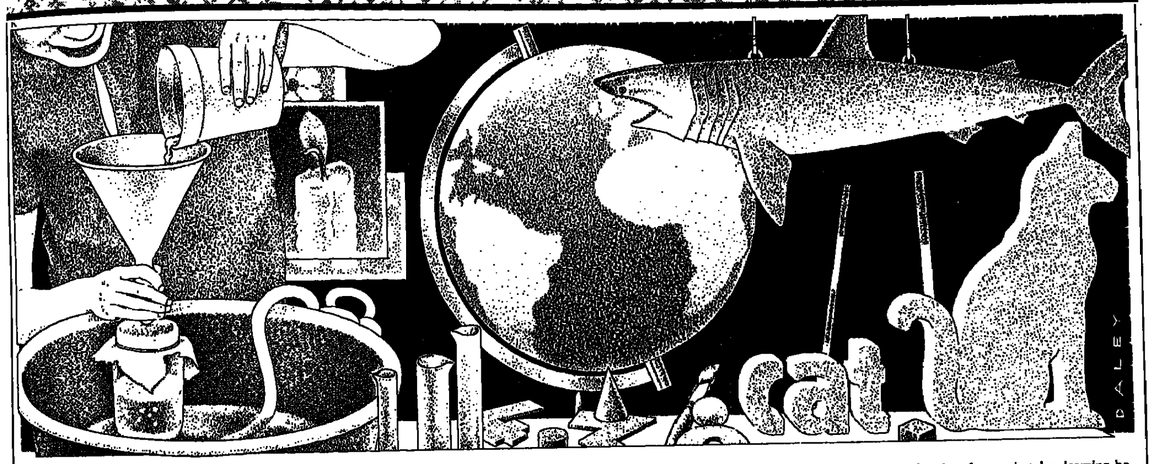
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Another leap forward?

"Since the beginning of the century we have leapt an enormous distance with primary school teachers and primary school children, and rightly so. I think we can make another leap forward."

The words are those of Professor Philip Taylor, as quoted in the recent House of Commons Select Committee Report, "Achievement in Primary Schools". In spite of the attention which this august body has given to primary education in its three years of deliberation, quotations such as that from Professor Taylor inevitably provoke the question: how important is contemporary primary education really thought to be? There can be little doubt that for a long time it has been the Cinderella of the maintained system, low on provision and low on esteem, indeed marginal in most people's perceptions. It has even been derisively described by some as a child-care service with the addition of the 3Rs. And yet it takes children at a stage in their lives when real, enduring growth is attainable.

In an age in which we have come to understand better both the nature of child development, and the relationship between schooling and society, primary education has rightly gathered new and much needed interest. It remains a segment of the system which is barely tainted with sectional pressures advocating particular outcomes, and is an arena for everything that is rich in our dreams for the developing child. The new high profile is to be welcomed, but the desired "leap forward" is one which will not come about without a proper appreciation of all the determining factors – not least the theoretical framework from which much of the new knowledge of children and their schooling has derived.

Nothing, of course, is ever completely new. Primary education's next leap forward will again prove to have impressive historical antecedents. The clock of reform has been ticking away continuously: Plowden, and indeed Hadow back in 1931, merely articulated the argument as never before, regaling us with evidence which was highly convincing in its quality, and very much rooted in careful observation of the nature of children and learning. Yet like the science of the mid-twenties, and indeed, of Nuffield's Junior Project, little has happened to bring them into permanent service. Their envisaged futures have largely been forgotten. Their challenge remains.

What has inhibited such powerful agendas for change? Why is there still the need for a leap forward? The simple answer is that the entire education system frustrates such hopes, aided and abetted repeatedly by a host of unfortunate circumstances, including at the primary level a real paucity of resources compared with secondary and further levels. The reforms of the Twenties were arrested in a stagnation of ideas which included the increasing demand for secondary education throughout the Thirties, the War, the 1944 Act, selection, and, perhaps most significant of all, the most conservative profession imaginable, one rich in followers but not leaders.

Inaction by this same profession necessitated the translation of Hadow (1931) into Plowden (1967). Each was welcomed in its own time. Each was equally neglected where it most mattered: in the classroom. So detailed was Plowden that it attracted an almost predictable backlash: essentially academic and pedagogic at first in the era of the Black papers, but then, and possibly more worryingly, transmuted into political terms with the Callaghan/Williams period of Ruskin speech and Great Debate. The NFER Reading Survey and Neville Bennett had done their headline-grabbing worst, with later retractions gaining nothing like the same interest or treatment. The name William Tyndale had besmirched any attempt by a school to do anything different. So came the accountability movement, which changes of government have only enhanced through systematic attempts to shift decision-making from its traditional locations, and press false solutions on a beseiged profession. This development brought the Select Committee to remark that "England would be duller" without the variety of a service so deeply and richly imbued with local autonomy.

If change has to an extent been inhibited by forces from without, it has been stalled and frustrated from within, too. The view from the outside was of the nation's primary classrooms built on the foundations of Plowden. It was mythical. Research has confirmed that little changed in the years following that report. Indeed, those years represented a vacuum of confidence in which, far from embracing and endorsing the new prescriptions, the profession was sucked into a blind pursuance of narrow programmes relating to basic skills, with only a superficial tarting-up of the rest of the curriculum, – albeit with many honorable exceptions. "Achievement in Primary Schools" has affirmed that "there developed the danger that the teaching force (would) be concerned to play safe rather than inspire".

Current remedy tends to be but a return to the tired "academic" model in which prescriptions about content belie the random spontaneity and fickle emphases that are the nature of younger children. The manifesto of the Royal Society of Arts, "Education for Capability", in a forceful denial of the traditional academic bias of primary

MERVYN BENFORD
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almost the entire pedagogic pattern, spoke of the importance of working "from the interests of children". That cry was last heard in the late Sixties from what now seems to be the wilderness of Plowden and Nuffield Junior Science. Contemporary debate offers little space for anything so luxurious or intellectually demanding as children's interests.

There is much proper discussion as to what *should* be learned, but little as to what *can* be learned in reality. Systems of content ignore other worthy goals relating to personal skills and competence, which therefore remain the subject of mere lip service. The relationship of organization to curriculum is poorly perceived and little understood. The primary curriculum should open the doors to learning, a flowing of enough rivers to make pupils thirsty.

Exactly what *is* learned is less relevant than how learning takes place. If checklists of quality must exist, let them be of processes such as observing, co-operating and problem solving. For process matters as much as content. Measurement will never be easy, and will always be longer-term than is implicit in systems based on testing and some foolish notion of a standard 11 year old. No such creature exists. There is scope for affording children genuine choice and self-determination in what they undertake, learning becoming more a partnership between teacher and taught, with room for negotiation and persuasion. Teachers must become enablers more than instructors.

The concept of partnership extends much further, however. The increasing desire for co-operation between lay and professional interests is a powerful motive of groups such as NAPE, its origins firmly rooted in Plowden's search for quality, and wholly justified now both by the Select Committee's findings, and by a rapidly expanding reservoir of research showing the value of parental involvement in children's learning, as well as in the work of schools. The welcome strengthening of parent and governor responsibilities will further enrich this process.

Education in this country has been particularly bedevilled by a wanton propensity for division. Nowhere do we more divide people than in school; nowhere are the barriers more false.

continued

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Topic work – planning for a miracle

A pound for every spaceship

TIM KEY

"To organize one topic well is a triumph. . . . If to plan one topic well is difficult, to organize a programme of topics successfully is almost a miracle." I begin this article with a quotation from the Schools Council Document Number 75, "The Practical Curriculum". It echoes my observations made during my daily "field work" as an inspector/adviser working in l.e.a. maintained schools. Mathematics and language work have received high priority as curriculum areas to be developed, discussed, and documented, and commercially produced schemes of work appear to have provided safety nets through which few schools slip. Topic work, sometimes known as "project work" or "centre of interest", appears in many schools to have to encompass everything else. Little wonder, then, that to plan a "programme of topics successfully is almost a miracle".

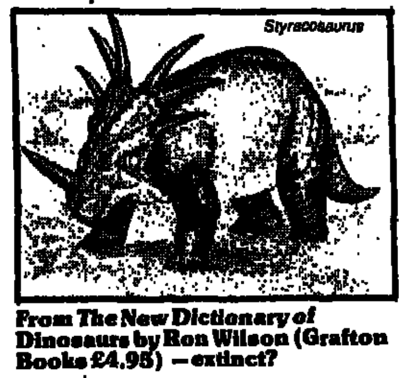
How can a primary school, facing day to day pressures, demands and expectations from all directions, hope to achieve the miracle? Firstly, I believe that teachers should know what they are doing and why they are doing it. The Schools Council document offers support for topic work: "A well-conceived topic comes near to matching the depth and range of everyday experience and helps to counter the divisiveness of subject boundaries. It can help to bring home the unity of knowledge, and can both demonstrate and cause cohesion between the different curricular elements." But difficulties abound, for the classroom teacher working individually, let alone the school attempting to develop a coherent policy or programme. If a school policy sets out a structure, how can a teacher respond – as surely she or he should – to a royal wedding, a freak weather situation, the arrival of a mobile classroom? In a recent visit to a school I asked a teacher why he was embarking on a topic on ancient Greece: "Well, why not?" came the reply. I have a feeling that too often teachers develop topics from:

a) their own personal interests/resources: their holiday in Amsterdam, father-in-law's antique shop;
b) The unconsidered use of television programmes. (Are these not meant to be resources rather than the central stimuli of thematic work? A pound for every washing-up bottle spaceship I saw in the term *Zig Zag* "did" space would allow me to consider holidaying beyond Lloret-del-Mar.)
c) The intention of producing a quick display.

But enough of problems; what of solutions, or at least an agenda for staffroom debate? Should not the starting points of topics be taken from the following?
a) A child's direct experience or interest.
b) A theme appropriate enough to serve as a vehicle for developing (i) *skills, (ii) concepts, (iii) attitudes, and* maybe (iv) general knowledge.

And should not (b), above, be taken from a systematic scheme or plan throughout the school?

If we can accept the above analysis, in planning topics we can ask:
a) Does the topic fit into an overall school plan?



From *The New Dictionary of Dinosaurs* by Ron Wilson (Grafton Books £4.95) – extinct?

b) Does it follow on from work the *children will have already experienced* and does it relate to work they will do in the future?
c) Is the topic planned in writing? How? Do the children know how the topic is likely to develop? Can they influence this development?
d) What concepts are the children to be assisted to understand?
e) *What skills will be acquired or* developed?
f) How will the topic be co-ordinated with other topics undertaken elsewhere in the school?
g) Within the year's work, or the school's work, will there be a balance in the activities, between geographical, historical, religious, and scientific work?
h)What resources/visits will be needed? How will they be provided?
i) How will work be undertaken or recorded?
k) How will success or failure be evaluated? Checklists? Tests?

Clearly many more questions could be asked. I underplay content; that *must stem from the school and its* children, their experiences, interests and environments. Nevertheless, should there not be a structure to avoid endless repetition of dinosaurs and Romans? If, having provoked debate in school, a strategy is needed, may I suggest the following as a possible way forward.
a) *20 years after Plowden, the child* should still lie at the heart of the educational process.
b) Let us then try to find time to:
i) observe the child. *How do children behave?*
ii) attempt to understand *how children think.*
iii) investigate *how children learn.*
If we find that children learn through first-hand experience and discussion rather more efficiently than through *listening* to a monologue or reading, we will have implications for our teaching practice to face.
c) Could we consider *what children learn*? I suggest that children learn:
i) facts. To these we should give children access.
ii) concepts. Crucial, but alarming jargon, for "understanding".
iii) *skills. It* may be useful to focus on needs – which are satisfied by skills.
iv) attitudes. We may wish to stress equal opportunities or multicultural dimension to our work here.

Careful planning needs to take place to ensure cohesion and avoidance of unnecessary repetition. This involves:
i) A statement of aims. These are *likely to be general.*
ii) A statement of objectives. These are likely to be precise and to refer to the nature of topic work undertaken.
iii) A structure/scheme for the work throughout the school.
iv) The assembly of appropriate resources.
v)Consideration of teaching methods and *classroom organization.*

And following careful planning must come review, evaluation and assessment. Perhaps we should consider:
i) What can we assess?
ii) Can we evaluate the success of a topic?
iii) Can we record what children achieve in topics?
iv) What in-service *training* and resource needs are revealed?

Many schools, of course, work along the lines suggested above, and all I have done is attempt to analyze or classify what goes on. An aspect of topic work continues to concern me, however: the end of a topic. Too often I feel that a topic either fades away or ends abruptly *with no review* of the activity; folders go home, displays are taken down, library collections sent back, and next term's topic starts. To complement my opening eleven questions, then, we can ask:
a) Were we satisfied with the planning? Can we improve on this next time? Is a flow diagram or matrix adequate?
b) Was our classroom organization (group work, whole class, individual work) appropriate, and were our teaching methods the most suitable to enable learning to take place? *Did* children really participate in their own learning?
c) Was the content area appropriate as a *vehicle for developing* concepts, skills, attitudes and knowledge?
d) Were our resources/visits useful throughout the topic, or did they provide nothing more than a "big bang" to start the work?
e) Underpinning all our work are relationships. Were these comfortable and positive? Have they developed as a result of the *topic*? Was our discipline/control appropriate?
f) What records did we keep? Are they transferable to another teacher/school?
g) How have we gauged *the success of* the topic? Does this include our own performance or just that of our children? What job satisfaction did we get?
h) What use was made of children's work? Did it have a purpose, and was the medium for its recording appropriate? Did it end up as a shared resource for other children, parents, governors, schools, etc? What went in the bin or lay forgotten in a desk?
i) Next time – will things be different?

I am aware *that* there are no easy solutions to the questions raised. As Bob Marley sang, "There are more questions than answers. . ." and in education this seems to be the usual conclusion to a debate. *But if we are to* achieve the miracle or triumph of successful topic work, then the questions are worth asking, and the answers worth finding.

Tim Key is general inspector/adviser [illegible] County Council.

Another leap forward? continued

Partnership is a concept dedicated to the erosion and eventual destruction of such damaging and futile exclusivity: there is a great need for flexibility in the models we offer to pupils and teachers.

A single most prominent thread in all the more recent reports on primary education remains a call for variety of experience, both in terms of teacher style and teaching organizations. These are facts to be taken on board in the primary education of the future, just as we still need to evolve forms of teaching organizations which accept the truths of the social, emotional and educational development of children revealed to us by so much research: truths arguing the individuality of children, and the need to prescribe for each as differentially and flexibly as possible. Only radical shifts in organizational and curriculum practice will bring these about: it will need belief, resources and energy. It is why so much never happens that should.

However, leaps of any kind are hard to achieve if the striving body is unfit or *unprepared for the task. There can be* little denying that the past decade has seen a pernicious starving of resources throughout the education service. The notion promoted by the Select Committee of a child's "entitlement to resources" reflects the unacceptable imbalance of provision now to be found throughout the country. *Significant improvements in initial and in-*service training are also absolutely essential.

The Select Committee Report follows other historical blueprints for primary education and is nothing if not conscious of the esteemed lineage to which it belongs. It confidently echoes its older, Plowden cousin; we must *ensure that the apparent disinterest so* far shown in its message will not condemn it to yellow and fade on our shelves alongside the wise words of its predecessors. Let us now so awake to the challenge of a century of profound revelation that we are not still, and merely, talking about it in a hundred years' time.

Mervyn Benford is honorary secretary, and Adrian [illegible] officer of the National Association [illegible] Primary Education.

Focus on design

Design and Primary Education: a consultative report *from the Design Council's* Primary Education Working Party.
Design Council, 28 Haymarket, London SW1Y 4SU

Attempting to fit yet another subject into an already overcrowded curriculum can be a very unpopular activity. This report concentrates on "design related activities" rather than "design education". This enables it to identify areas of the existing subjects which have design implications and suggests ways in which schools can focus more clearly or extend into consideration of design matters. Thus design is seen as developing attitudes and awareness rather than as a subject with roots in a particular area of the curriculum.

As a consultative document, which has been distributed for comment, it is to be followed in the near future by a revised and illustrated final version. This will complete the brief of the working party, the original setting up of which reflects the growing aware*ness of the importance of design in our* lives. To some this is because it can be a means of ensuring commercial and industrial success, but design is also about everyday living and is part of every person's experience and need.

As a report by a working party addressed to the Design Council, there is more concern for broad definitions *and recommendations than for the* production of a book of direct and practical use to teachers, though in making the definitions, it does help to clarify thinking and identify activities which have long existed in many schools, but which may not have been directly associated with useful design education.

Reports, no matter how well written, tend to be useful to those who are already in tune with their theme, in clarifying understanding and reassuring those involved in practice in the classroom. They can help those who have to explain or justify the activity. If it is to excite interest in those who are not already involved or convinced about the importance of design, there will need to be a rather different approach.

The working party has stated clearly the need for further projects on the *part of the* Design Council. They are planning a regular newspaper-style publication, the production of teaching and learning material and the promotion of in-service activities. The definitions have been made and these should be followed by the encouragement of exploration and innovation as well as recording examples of good practice.

The development of design education has implications for teachers both as an element in initial training and through in-service training. It is by teachers developing a conscious involvement with design thinking and practice that pupils can hope to experience design education in its fullest sense.



Photo: Michael Abrahams

Designing involves concepts which, in the real world, may call upon complex and wide ranging issues not contained in any particular subject. Whether they are discriminating about designs or facing designing tasks, pupils may require all *manner* of associations of knowledge, thinking skills and practical experience.

The report is clearly concerned about the cross-curricular nature of design, involving questions not only of form and function but also of such items as language, environment and technology. In suggesting areas of the existing curriculum where design related activities could be involved, the report is brief. As we have to accept schools as they are there is a need for considerable expansion of this section *in the follow up to the report*, including clearer suggestions as to how the teachers can approach the actual teaching process and identify good practice.

More questions need to be asked about some of the less easily defined activities. How can we help children to develop creativity or inventiveness? What activities are likely to encourage these modes of thinking? In designing, or developing understanding and discrimination in design matters, these ways of thinking are at the core. Design is much more than solving problems or following designing sequences ("the design line"); it involves human and *ethical considerations*, originality and flair. Pupils should develop an awareness of design as an expression of cultures. How, in education, can we stimulate these attitudes and provide these experiences?

The report includes 50 recommendations. As with all reports the fear must be that this is as far as it will go. For there to be an identifiable success in extending design related activities there needs to be a great deal of exploratory work in classrooms to build on what is already happening. The Design Council has taken upon itself the task of furthering and encouraging such activity. Has it the determination and the resources to succeed?

Norman Manners

A copy of the final report will be sent to every primary school in the country.

Shaggy doggerel

Billy and Me and the Igloo, Billy and Me and a Cowboy in Black, and Billy and Me at the Church Hall Sale. By Eric Finney. Illustrated by Sue Heap. Edward Arnold £1.50 each. 0 7131 7392 0/7394 7/7393 9.

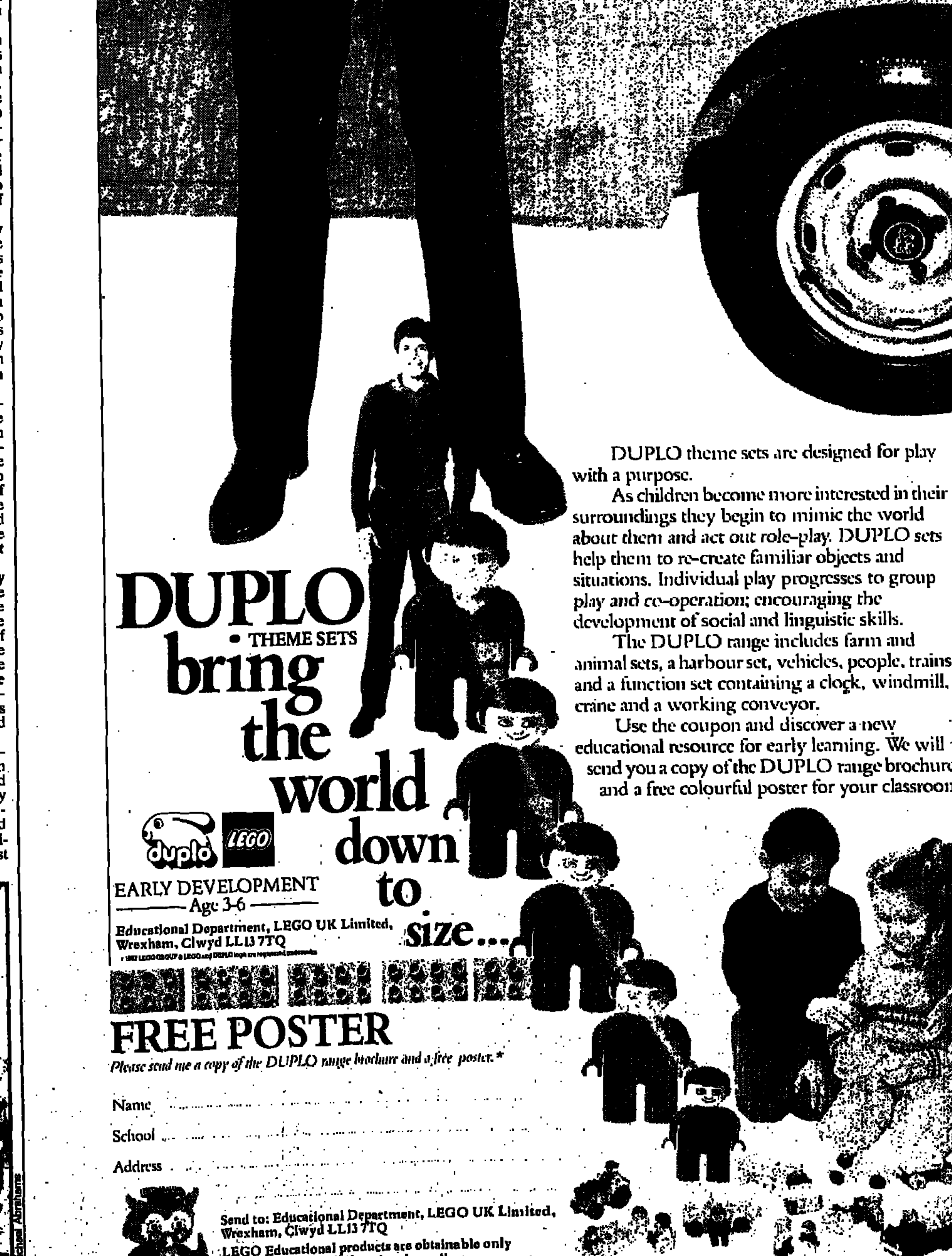
These three slim volumes of verse might have been written by William McGonagall, had he been a Top Junior at Bash Street Primary in 1987. Like the relentless Scottish Bard, the poet is not at all daunted by length and, from his desk-high viewpoint, his themes are heroic in scale: The Day We Built *An Igloo, The Church Hall Sale* and The Sponsored Walk. The poet, or rather his youthful persona, starts at the beginning and rhymes away until he gets to the end, when he stops.

With all the panache of the Great McG. Himself – though presumably with more awareness – Mr Finney will write himself into a corner only to escape with a rhyme of ingenious awfulness (hate us/radiators, platypus/tatty puss, need here/encyclopedia) and wring a word-order into whatever *contortions the rhythm demands*, leaving syntax for dead on the page.

No other writer for the young manages, or indeed attempts, quite this voice. It is neither whimsical nor subtle; indeed, to an adult ear it may be rather wearisome. Kids, however, can take a lot more than I can of such subjects as the death of 2Z's gerbil or Gordon Blue Cookery Courses (how to make Ratat Wee), a riddle whose solution is A Bra, or a poem entitled with disarming accuracy, "Shaggy Doggerel".

Teachers may never use these verses as the basis for small group discussions, collage-mobiles or dance dramas. But even if they do not offer sufficient variety to warrant class sets, these unpretentious books, illustrated with frenetic verve, would be an interestingly different presence in a classroom poetry box for browsers.

Geoff Fox



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EXTRA

There is no shortage of challenge for those who train primary teachers



A shift in the balance

JOHN HALLETT

In the palmy days of the early 1970's, I was, as I now realize, privileged to be a member of a staff team designing a new primary BEd degree. It really was designing; we were free to consider radical proposals. We took nothing for granted, carrying out intensive discussions with local teachers and advisers to establish what skills, abilities, knowledge and attitudes they thought a new primary teacher would need. We examined the role of the class teacher, and the value of having a particular area of teaching strength. We looked at the ways students gained insight, skills and confidence in their practical experience in schools, and how they could be helped to see the relationship between college studies and school experience.

Few undergraduate courses expect their students to range as widely across the whole field of human activity and knowledge. To help them cope with this breadth we sought an epistemological basis for forming appropriate clusters and built the course around a continuous programme of school experience. An area of special curriculum strength was built during the later stages of the degree, on the foundation of two years of broad curriculum study. It was an exciting and challenging time; many of us who were drawn into the teaching had to emerge from the security of our own specialism and become much more involved in the other areas of the curriculum. We became bolder in looking for and handling the links between them, particularly in appreciating the similarities and differences in their processes, and in their key concepts.

The debate among staff members broadened our thinking; close involvement with schools sharpened our professional awareness. I was naive enough in those days to believe that good ideas and careful planning were their own sufficient justification and regarded our CNAA validation visits as an opportunity to share exciting new ideas rather than seek approval.

The degree was validated, after initial difficulties, and has run with considerable success since then; it has been modified in the light of experience, and in response to staffing and resource constraints, enjoying popularity with large numbers of applicants who sought exactly this kind of programme for preparing for primary teaching.

Redesign of BEd programmes is again my major preoccupation. Much has happened since the early Seventies. The severe contraction of teacher education which followed saw staff teams disbanded, colleges closed or merged with other institutions, and as a consequence, few, if any new tutors came into the profession. Tutors who chose to stay on the "melting ice-flow" of primary teacher training grew older, and their full-time teaching experience receded further into the past. Over the last few years expansion has been called for, new blood appointments have been possible and a new era in primary teacher education could be beginning.

But in these last few years there have been other changes. Teachers have had a bad press and there has been adverse criticism of the curriculum and standards of schools, as well as the conduct of teachers in the current dispute. HMI evidence, we are told, suggests that a substantial number of primary teachers are insufficiently competent and confident in their subject knowlege, and do not value this enough.

In DES terms, this inadequacy calls for a major shift of emphasis in primary BEd degrees. The subject studies criterion used by the Secretary of State in accrediting courses represents a significant central government intervention to ensure control of the curriculum. All BEd courses will, by the end of 1988, have subject studies at undergraduate level, as the major element of their programme. In almost all of the 50-60 BEd degrees across England and Wales this has meant a shift in the balance of content to an extent which has little or no support from the profession and has aroused strong opposition. Redesign now becomes a process of finding a way of preserving the essential features of good professional preparation once the criterion has been met. Future BEd students could emerge less well prepared for the class-teacher's full curriculum role, less aware of broad educational issues, and less able to reflect upon the nature and purpose of educational activity. This is not the purpose, or style of redesign we would have chosen.

There are still plenty of intrinsic challenges however, and some we were less aware of 15 years ago. At that time we sought to prepare young teachers to be sufficiently confident and creative to handle the very considerable measure of autonomy which British primary teachers currently enjoy. This autonomy permits the best teachers to do excellent, exciting work with their children, but actually places a greater burden upon the less able. To be able to use the unexpected opportunity, to devise learning situations, and to foster individual and co-operative development in their children demands competence and confidence nurtured and developed over a long period of maturation, together with opportunities to review and reflect upon their longer term objectives.

In our new BEds we are challenged to balance this emphasis on individuality with greater preparation for collaborative planning and teaching. Too often children experience a rather random sequence of unconnected topic work which offers little progression, and too often they miss out on those curriculum areas which are weak areas for their teacher.

These shortcomings will only be overcome where autonomous individuality is balanced with staff co-operation, and flexibility in deployment, which allows more effective use of curriculum strength. Curriculum strength in the context is not simply subject knowledge, though this is obviously part of it; it must involve the ability to apply this knowledge to the developmental needs of children.

Preparing students for this dimension of their role involves building up their capacity to be adult amongst adults (rather than just adults amongst children) confident and open enough to allow their teaching, with its weaknesses, to be seen by others, and to be able to give and receive encouragement, criticism and help. They will also need to be able to handle relationships with parents and governors with frankness and confidence. Those things have more to do with personal maturation than with the content of taught courses.

The majority of our students come straight from school, and will, after spending four years as students go back to school. For most of them the present unemployment means that vacation jobs are not available so students travel through the educational tunnel with little awareness of the world of work which the rest of the population experiences.

When we moved from three years of training, to four, I imagined that we would be able to provide within the programme "windows" to the outside world. The intention was, for example, to give opportunity for contrasting work experience, and for reflection on that experience. It was my hope that students could bring the benefits of that wider frame of reference not only to their work in the classroom but also to their wider professional role in the staffroom and with parents. This has largely failed, partly because industry is not able to help, but also because pressure on course time has squeezed it out. Once subject studies have had their overlarge share of the programme, the directly instrumental aspects must have priority.

There is no shortage of challenge for those who train primary teachers. Teaching itself demands more resilliance and versatility and is under close scrutiny. The world has changed, even in the 15-year period, and redesign of degrees is much more of a struggle, because it is more externally constrained. But the need for well-prepared, confident, thinking, mature primary teachers is as great as it was then.

It is encouraging that candidates for training are coming forward in large numbers; it is good that so many of them are so deeply committed to have tested their vocation by going into primary schools, on a regular basis, while in the sixth form. It is good that mature students still appear, despite the more demanding entrance requirements and the four-year course; it is sad that we still cannot attract enough students from ethnic minority groups to correct the imbalance which exists. It would be good if resources could be made available to allow greater participation by teachers in selecting, preparing and assessing student teachers. It is good that heads are now available to allow tutors to renew their teaching experience without damaging the courses they leave behind, while they are in school.

While much has changed, and is changing, the central purpose remains the same. Our responsibility is still to give our students a stimulating and purposeful experience during the training which prepares them for the demanding task of primary teaching.

John Hallett is principal lecturer in Education at Trent Polytechnic, Nottingham, where he is co-ordinator of Initial Teacher Training. He is also chairman of the Undergraduate Primary Teacher Education Conference, a professional forum for BEd teachers.

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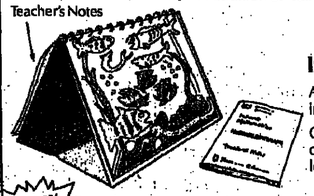
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EXTRA

Thematic approaches to many faiths

Religious Buildings 0 85078 952 4; **Family Life** 0 85078 722 6. **By John Mayled.**
Wayland Religious Topics.
Religions. By Robert Fisher.
Macdonald Educational, My First Library £3.95. 0 356 11574 7.
Holi, Hindu Festival of Spring. By Olivia Bennett.
Hamish Hamilton £4.95. 0 241 11986 3.
Creation Stories. By John Mayled.
Wayland £6.95. 0 85078 905 2.
Buddhist Stories. By John Snelling.
Wayland £6.50. 0 85078 864 1.

A multi-faith approach to primary religious education is required by most recent Agreed Syllabuses, and there has been a glut of new textbooks to meet the needs of younger pupils. A few years ago, a publisher's editor would develop an expression of pained regret at the suggestion of colour photographs in a schoolbook. Fortunately the growth in the RE market has colacided with a drop in the cost of colour reprography, and all the books under review are lavishly illustrated in colour. Children do not live by good pics alone, however, and one needs to ask how far the combination of text and illustration helps them to achieve the goals often laid down by local authority syllabuses. Do the books help children to understand religions? And do they encourage pupils to think about the kind of questions and issues that religions commonly address?

Four of the books adopt a thematic approach. This is a useful way to study religion for it allows the introduction of several religious traditions while focusing on a series of topics. That some of these (buildings, families, books) can make a contribution to integrated topic work is an added bonus for primary teachers. But the thematic method has its pitfalls, and some of the books drop into them.

John Mayled's "Religious Topics" books attempt to cover too much ground in too small a space. Six religions are covered in each book with less than 400 words per faith. The consequences are superficial treatment, over-simplification and the danger that younger readers will be confused. In *The Family*, difficult factual material is introduced from Buddhism (the Three Universal Truths, the Four Noble Truths, the Eightfold Path) with little explanation and with marginal connection with the theme of "family". Only one picture shows a Buddhist family, but the text does not refer to it. Two pictures show Buddhist monks, who are specifically (if often temporarily) outside their families.

Over-simplifications and generalizations abound: "Catholics like to have holy statues and pictures in their homes"; "(Hindu) women are not allowed to study some of the most holy Hindu scriptures"; on the Sabbath Jews "may not . . . light a fire, start a car" and so on. *Sacred Buildings* carries similar defects plus an assumption that all readers have a religion: "Our religion affects the way we live and treat other people and also the way in which we worship our God". There are some rather good cutaway illustrations of places of worship, but the unmistakably Anglican edifice is said to show the layout of "a Christian church". Quakers had better maintain a discreet silence. The section on Hinduism fails to point out that for most Hindus domestic devotions are of more importance than temple worship. Given the limited space and the projected age-range of the readership, I was amazed to find the inclusion of Sanskrit technical vocabulary (*Torana, ardhamandapa, mahamandapa, garbhagriha*). Sadly, the books convey neither the atmosphere and spirituality of the religions nor do they stimulate the reader's imagination to reflect further on the subject matter.

My confidence in the thematic approach was restored on turning to *Religions* in MacDonald's "My First Library" series. Although the book appears under the name of a single author, others are credited – a reliable academic, a panel of teachers and a reading consultant. Could this be the secret of its success? In simple, non-technical language the book covers a selection of material from six religions under the headings "belief", "worship" and "celebrations". The text is written to the child, religion is related to fundamental human questions and the author takes care to be selective in his choice of examples.

There is a good glossary (even the word "glossary" is explained!). One can sense the author's effort in arriving at simple definitions of difficult concepts such as prayer. The book is lively and thought provoking, though not totally without blemish. One caption consigns sun worship to "long ago" (veneration of the sun is part of contemporary popular Hindu practice) and Muhammad, Seal of the Prophets, is yet again called the "founder of Islam". Despite the series title, this is an upper junior book.

Olivia Bennett (herself the author of a very good thematic series *Exploring Religion*) has a new book out on Holi, the Hindu Spring festival. Manisha, a Hindu girl from Coventry, is followed through school, home and temple as, with her classmates and teacher, she explores the festival's mythology through dance, and then participates in the real thing with her family. The text is closely integrated with Christopher Cormack's excellent photographs. This is a delightful book that both celebrates a child's religious and cultural heritage and gives the reader a glimpse of her spiritual experience. I'll bet Manisha doesn't know what a *garbhagriha* is, either.

John Mayled's anthology of Creation stories comes as a relief after his "Religious Topics" books. They are well told and imaginatively illustrated. But why so many? After the fifth or sixth, the point is made! In mitigation, there are some welcome suggestions at the end on how the stories might be used in class. *Buddhist Stories*, in the same Wayland series, is a treat. John Snelling retells a selection of Jataka Tales with considerable wit and skill. Children will immediately relate to these classic wisdom stories, each illustrating a point in the Buddha's teaching and raising some straightforward questions about the human condition. John Snelling and illustrator Carol Barker show their sensitivity to child readers and to the Buddhist Tradition, demonstrating that religious idoas and values can be presented without resorting to lists of doctrinal statements.

Robert Jackson

Computer topics

Me and You; Growing Things; Living With Animals; Colours and Shapes. By David Marshall.
Macdonald My First Computer Library £3.95 each. 0 356 11575 5/11576 3/11578 X/11577 1.

The idea is an engaging one: to produce books on a number of topics relevant to any primary class, complemented with computer activities which will both enhance the study of the topic and develop computer literacy. What is particularly attractive about it is the possibility that by the linking of computers to topics far removed from mathematics, children who have felt excluded from interest in computers (and particularly girls) will be drawn in.

Unfortunately, the product turns out to be disappointing. The programs certainly introduce a number of different kinds of computer use – graphics, calculations, branching tests and so forth and do some amusing things. But what seems not to have been noticed is that, just as literacy itself is to do with more than "barking at print", so computer literacy is to do with more than slavishly inputting pre-designed programs at a console and being amazed at the result.

The Basic activities, on cards in a back pocket are Basic programs, made even more awkward than usual by an acute absence of spacing. Logo might never have existed. There are suggestions for testing out the effect of changing some instructions and a few children may develop an interest from here, but probably only those who would have done so anyway. It does not help that exaggerated claims are made as to the effects of some programs: ". . . there is literally no end to the number of shapes you can make . . ." true, but after the first few they all approximate to a circle. Boring!

The books can also be obtained without the cards. Like all Macdonalds' output, they are colourful and full of facts and suggestions for other activities besides those that need a computer, but the target age-group seems uncertain. Difficult words are printed in heavy type, and some seem oddly chosen; a child who found the word vet difficult would surely have considerable problems with the rest of *Living With Animals*. Much of the information in these books will need helpful expansion by the teacher to be fully understood, just as such expansion will be the only way for pupils to get real benefit from the computer cards.

John Laski

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NORMAN THOMAS



Sally & Richard Greenhill

A group including teachers, heads, inspectors, administrators, researchers and teacher trainers meets a few times a year to discuss current issues in primary education and, from time to time, to stimulate wider discussion by producing papers or arranging conferences. It is called the Primary Education Study Group. What follows is an attempt to condense two weekends of discussion on the appraisal of teachers. It does not pretend to represent precisely the views of everyone present, but it is hoped that what is written will draw attention to the particular problems of appraisal in primary schools and take the discussion to a wider audience.

Nearly everything said on teacher appraisal so far has related to secondary schools. The particular nature of primary schools – the complexity of the class teacher's job, the minimal non-contact time for teachers, the nature of the heirarchical management structures – have been ignored in the debate.

Any formal appraisal system should have one overriding purpose: the improvement of children's education. It should contribute by promoting the professional development of teachers and by improving the management of the service: for example by identifying teachers who might take on different and specific roles, including more senior posts.

To be effective, an appraisal system should be developmental in form, related to and recording changes in the individual, the job to be done, and the school. A system designed to compare real teachers with some abstract ideal, or even with each other, is likely to be unprofitable and restrict initiative. Nor should the system be designed to identify the extreme cases of teachers who, for whatever reason, have become wholly unsuited to the job. Their problems should have been identified and dealt with long before a routine appraisal cycle has run its course. Appraisal should be concerned with the relationship between the teacher and the job he or she is doing or might now do.

It is still not clear whether common forms of assessment will be sufficient for all primary school teachers. Is it enough to assess broadly whether a teacher's work is well prepared, appropriate to the children, followed up; that order is maintained; that reasonable relations are maintained with other members of staff and parents? Superficially similar assessments may represent substantially different qualities, achievement and potential for teachers in different schools and even in the same school.

It seems appropriate to include judgements about teachers' abilities to enthuse children, to lead them into suitable ways of behaving, to provide a broad and balanced curriculum, and to provide appropriate levels and kinds of work for different children. In all this, the nature of the children taught, the context – internal to the school and externally – are of significance, and consideration needs to be given to the progress children make as well as to absolute standards of achievement. The effects of some of these factors are very difficult to judge, but the Inner London Education Authority's Junior School Project suggests measures that might be developed to assess the "value added" by the school.

Clear job descriptions, negotiated with the teachers concerned, and approved by the governors, should be the first stage of any appraisal procedure. They should be detailed enough for both insiders and outsiders to understand the philosophy and direction of the school, and the basis on which appraisal is conducted.

Among the particular circumstances and characteristics of the school that need to be considered are: its size, the nature of its intake, and any changes taking place within it. Moderating procedures to bring out differences between appraisers are essential. Appraisers may be biased about individuals, or they may apply different criteria, or the same criteria differently; one person's constructively buzzing classroom is another's noisy disorder.

A teacher regarded as ineffective in one primary school may be effective in another with a different philosophy, climate or priorities. Systematic appraisal should help to identify mismatch, and make it possible to arrange transfers where a teacher's talents would be better deployed and appreciated.

As well as more or less continuous informal assessment, with plenty of discussion between appraiser and appraised, there should be a number of prepared formal occasions spread through the appraisal period, not just at the end.

Observation of teaching should be an essential part of the procedure. Investigation is still needed into the merits of different kinds of observation: the appraiser and the appraised working alongside each other; the appraiser as a neutral observer; the use of observation schedules; the examination of the children's work. Whatever techniques are used, the appraiser and appraised should discuss what has been observed. Ways need also to be found of appraising the teacher's work outside the classroom, including their relations with colleagues and parents.

A formal interview towards the end of the appraisal cycle should contribute towards, not follow, the final written account – which must be seen by the appraised who should be able to add his or her own comments. Indeed, those appraised should have a positive part to play in the whole process of appraisal, including the right to ask for specific activities and evidence to be taken into account. There is probably a strong case to be make for asking the person appraised to provide a personal assessment of the work that is being and has been done with a comment on its effectiveness and proposals for future in-service education or changes of role.

Research by Dr Phil Clift of the Open University suggests that many teachers prefer assessment to be conducted by their headtencher – the person best placed to take action as a result of the assessment, and who can influence career prospects. In all but the biggest primary schools it probably makes sense that the head should conduct appraisals, though some argue for appraisal by peers. The last may come from fear that appraisal will be more negative than positive, which would be debilitating if it occured.

Primary heads can no longer be expected to be expert in every aspect of primary school work, but they are still best placed to appraise teachers' abilities in the round and to promote their wider professional development. Opportunities should also be given for deputy heads to act as appraisers in readiness for their possible promotion.

If teachers are to be appraised, then so should heads be, and so should those involved in appraising heads.

There have been suggestions that heads should be appraised by their peers. It would be a mistake to suppose that this would result in a saving of time, though the time taken might more easily be concealed.

L.e.a. advisers could not possibly find the time to appraise all teachers, but they can contribute in a number of ways. First, advisers should discuss priorities with schools and help establish the direction they should be taking, bearing in mind the limits to the resources available. Second, they should arbitrate when there is disagreement between appraiser and appraised. Third, they should provide some moderating influence as between schools. And fourth they should facilitate the training of appraisers and appraised with regard to the system used. They might also be best placed to appraise heads.

Even these limited demands will put a great strain on advisory services. It has to be remembered that there are about four times as many primary as secondary schools. There is no escaping the fact that any appraisal system worth the name requires time and resources. Appraisal will create new and increased demands, for training for appraisers; for more in-service support, inter-class and inter-school visiting and specialist advisory help to follow-up the result of appraisals; and in some cases for material resources to meet identified teaching needs. It is not reasonable to expect that all these demands can be met from a redistribution of existing resources.

Unless sufficient resources are available, any attempt to introduce an appraisal system will lead to frustration, and it would be better not to start. "Sufficient" is, of course, an imprecise term, but there must be enough to convince teachers that appraisal will work in a positive way to improve their effectiveness, and to lead to their worth being better recognised. Only then can appraisal be a tool for improvement and have an uplifting effect on the climate and quality of primary education.

The original paper summarized in this article is available from Judy Hutchinson, PESG Education Offices, 5 Portland Square, Carlisle CA1 1PU

Norman Thomas was formerly Chief Inspector for Primary Education.

The pictures in our heads

Gradually, though, some of the nonsenses have gone away. The notion that you can impart linguistic fluency through the medium of Latin-based grammatical rules has been discredited for 50 years, and the trivial nature of so many comprehension exercises has become increasingly apparent through the steady insistence of the pre- and post-Bullock generation of language specialists.

The key to language is literature; the way into it is through stories – reading them, discussing them, writing them. Let me read a little to a child; let her read to me a little, and then let us talk a little, and I defy anyone to demonstrate to me any school activity of whatever kind, in whatever subject and at whatever level of technological zingaroonie which can possibly be more educative and more simply worthwhile.

Implicit in this truth, of course, is the belief that the only materials you need for language teaching are pencils, paper and a library. Teachers, though, are busy people doing an impossible job in high-pressure surroundings, and they have the right to demand a classroom language-teaching package which, while cleaving to the righteous philosophy of open-ended reading, writing and talking, will relieve them of the need to quarry a syllabus from the whole canon of Western culture. Each of the three projects considered here would certainly claim at least to be having a good shot at what is, after all, quite a different task. *Reasons for Writing*, as its title implies, holds as central the belief that children should write with an audience in mind. When you consider the sheer aimless page-filling of so many classroom tasks, you can but say amen. The programme is in four stages which together cover the junior age range. For each stage there is a course book, an anthology, a teachers' book and a pack of technical skill worksheets. There is also a consumable "Useful Wordbook".

The coursebooks are colourful and filled with imaginative activities. "Write the title 'Bad Habits'" says Coursebook One, which is called "Everybody is Different", "And make a list of them. Choose one bad habit and draw a picture of yourself doing it."

The anthologies are excellent in their own right, providing a good selection of prose and poetry in manageable classroom chunks. *Language Express* shares with *Reasons for Writing* the avowed aim of combining post-Bullock openness with the setting out of a framework within which the teacher can operate. It, too, covers the junior age range in four stages, by means of four course books and a teachers book. The pages are colourful, the activities varied and interesting. The emphasis, however, is strongly on the teaching of techniques. Unit One of Book One gets straight away to grips with teaching sentences, and this carries on throughout the early units. The books are, in fact, books of exercises, and there is little or no attempt to use literature in any way, unless you count such activities as "correcting". Malaproprisms, which have been introduced by way of three lines about Sheridan's *The Rivals*.

Black's Language Project consists essentially of annotated classroom anthologies. The two looked at here are intended for eight to 13-year-olds and consist of examples of prose and poetry and also of such working documents as weather reports and log-books. After each excerpt there are suggestions for discussion and activity. Thus, in the anthology *Out and About*, after Michael Rosen's poem "Views From a Train" comes "For you to do", with an instruction beginning, "With four or five friends, each think of one line describing something you can imagine seeing from the window of a train."

How do you choose between such language teaching projects as these? The answer, I suppose, is that if you need a comprehensive language teaching aid at all, then these are as good as any and you should choose the one which best suits your own philosophy. Each carries, to some extent, the disadvantage of being more closed-ended than it claims to be. *Reasons for Writing*, imaginative and anthology based though it might be, still chimes restlessly in all the time with "Names of people always begin with a capital letter", and "You may like to draw little pictures round the poem." It is the "may like to" that gets me – how about, "You may like to tell the teacher to do something difficult with his little pictures."

Then there are exercises like the sequence of pictures of someone having a bath, with the instruction to find what important step has been missed. Well, lots of important steps have in fact been left out, like playing with rubber ducks, blowing naughty bubbles, flooding the kitchen underneath and reducing waiting sisters to apoplexy.

Language Express most of the time studiously avoids asking for a "right" answer, despite its technique-impelled sized approach. The fact that it lacks any anthological element is a problem for me, however, and any teacher using it would need to be constantly aware of the need to turn to literature.

Black's Language Project is very literary in approach, and leaves a lot to the teacher – which is probably just how it should be. Even so, it cannot resist the occasional straight comprehension exercise, and a lot of discernment will be needed in using it.

The fundamental point, I suppose, is that you can use any of these materials provided that they do not become the sole, or even the main method of language teaching in your classroom. Literature must still be the power house, with linguistic exercises as the running repairs.

Gerald Haigh

Reasons for Writing.
Glnn. Course books Stages 1–4 £2.75 each. 0 602 22733 X/22734 8/22735 5 6/22736 4. Anthologies Stages 1–4 £2.25 each. 0 602 22742 9/22743 7/22744 5/22745 3. Teachers' Handbooks Stages 1–4 £2.45 each 0 602 22738 0/22739 9/22740 2/22741 0. Useful Wordbook (pack of eight) £7.60. 0 602 22737 2.

Language Express. By Mike Woolman. Arnold-Wheaton. Course books 1–4 £2.75 each. 0 560 04111 X/04112 8/04113 6/04114 4. Teachers' book £5.95. 04115 2.

Black's Language Project. Level 2: Myths and Legends; Level 2: Out and About.
A and C Black £2.95 each. 0 7136 2682 8/2683 6.

Language is not just a vehicle for communication or a tool for describing the pictures in our heads. It is, much more importantly, the means by which we shape our reality and our world – in other words it actually is the pictures in our heads. Small wonder then that efforts to contain and confine language in packages suitable to be taught to the young have always ended up seeming absurd and trivial, acceptable only to those adults who themselves lacked the perception to understand the nature of the problem.

EXTRA

Ideas and moods

Themes for Drama: Elements; Faces & Feelings; Round the Year; Encounters. Kent Reading and Language Development Centre

These four resource books, intended for primary and middle schools, have been compiled by a group of Kent teachers. Around broad themes lessons have been gathered, some described in casebook style, others sketched in outline. The introduction, common to all four books, stresses that process is regarded as more important than product, and that the lessons are offered "... simply as a source of ideas ..." since they "... do not adopt *rigid theoretical* stances or tediously champion one philosophy of child drama over another".

Odd then, to find that so many of these suggested lessons have a lot in common: a prescriptive, detailed structure to be imposed by the teacher, and an emphasis on the possibility of the work leading to performance. Some parts of *Round the Year*, for instance, carefully detail six or seven activities to be pursued in a 20 minute lesson. I wonder how much scope children have for any autonomy of response when they are given, on average, a new hoop to jump through every three minutes. There is little attempt made at challenging the children's preconceptions, or setting them problem-solving tasks.

This mood is echoed by Faces & Feelings, which sets out to create dramatic situations through an exploration of pairs of opposite emotions. So far so good. What bothers me is the exploration *technique*: children are asked simply to "show hatred and love for one other member of the group". This pattern is repeated for other emotions – in each case we are given a list of stimuli (stories, poems, music) and then some "suggested activities". Thus, for sadness, for example, the children will practice frowning, sighing, slouching, and saying "oh dear!" This is a series of exercises imposed by the teacher wherein children's success is evaluated by the extent to which they can reproduce stereotyped behaviour.

Elements starts promisingly, with an interesting case study called "From Earth to Zigon". Not only is this the first genuine example of a negotiated curriculum, it involves the children in making decisions about their own learning, as well as extending them by raising wider issues about sex-stereotyping. After this, the same prescriptive note creeps in. There is the inevitable motorway lesson: no set of ideas for drama would be complete without it. In this version, the issues, situations and even the characters are determined in advance (would you like to be Lord Smirk, or the Reverend Blood?), thus reducing a serious social/environmental issue to the level of caricature.

Easily the best book of the four, *Encounters* includes a *long project* called "The New World" which sets out to examine the meeting of two cultures – North American settlers and North American Indians; and "A Travelling People" which considers the plight of Romany people in contemporary Britain. These are just two examples which illustrate the value of drama in education for engaging children in investigative pursuits, challenging their preconceptions and promoting empathy. More than this, while the structures offer security to the diffident teacher, this is not at the expense of giving scope for individual departure from the lesson plan.

It is hard work to produce a set of guidelines such as these, and this group of teachers deserve our gratitude. The problem with programmes of resources that set out to be wholly prescriptive is that their success is inevitably short-term. To do more, they need to reveal a coherent underlying theoretical framework. This is lacking here.

David Sheppard

The four books, sold as a set at £8.00 to teachers outside Kent, are available from David Townsend, Director, Kent Reading & Language Centre, Christ Church College, North Holmes Road Canterbury. Cheques payable to: Kent Reading & Language Centre.

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Monitoring primary science

Switching on and off

JAN CRAIG
DAVID AYRES

The development of science in primary schools has been slow and painful. Now, at last, it appears to be gathering momentum and science is becoming an established part of the curriculum in many primary schools. There is a plethora of books, schemes and resources available; there are INSET courses at various levels and, in most authorities, Primary Science Advisory Teachers working under the Education Support Grant scheme.

The DES hastened this progress by declaring in the Science 5–16 Policy Statement that "All pupils should be properly introduced to science in the primary school" and assuring us that "the results will justify that effort". In addition, the Equal Opportunities Commission, among others, suggested that primary science might be of particular benefit to girls, giving them the opportunity to catch up on the introductory science experience which many boys acquired through parental influence or through their games and toys, thus establishing at an early age the idea that science is a subject to be studied by *all* pupils.

Within the context of this growing interest, at both national and local level, it seemed important to monitor the effects of the increased primary science experience we are giving to children. In a study conducted at Loughborough University of Technology, we have been following the progress of a sample of 300 children as they transferred from nine primary schools into two secondary schools. We have tried to answer four main questions:

- Are pupils who have studied substantial amounts of primary science more interested in science than those who have not?
- Are there particular features of primary science which appear to be associated with higher levels of interest in science?
- Is there any effect on their interest in science in the longer term?
- Is there any link between pupils' interest in primary science and their achievement in secondary science?

For each question, differences in responses between girls and boys were particularly noted.

The Science Team of the Assessment of Performance Unit (APU) kindly gave us permission to use several of their questionnaires to investigate fourth year primary school pupils' science interest and experience, both in and out of school. A year later the same pupils were questioned again as they neared the end of their first year of secondary school. Further information about the science curriculum was gathered from headteachers and class-teachers in each primary school, and from the Science Department of each secondary school.

It was clear from the beginning that there was a wide variation in the children's experience, not only between schools but between classes as only one or two of the schools had an overall policy for science. Assessing the level of experience of each class proved far from straightforward as, of course, much science experience is integrated with activities in other curriculum areas such as maths, art and craft and general studies. Using the work of the APU and others, we evolved a set of nine criteria for assessing "substantial science experience". These included the number and range of topics covered, the amount of practical work done by pupils, the time spent on science activities and the existence of a school policy or guidelines. While no one measure is a sure test of "substantial science experience", we felt that the composite picture, using information from several sources, gave us a fairly reliable estimate.

On the basis of these criteria, pupils in about half of the classes selected appeared to have had substantial experience of science activities in their last year of primary school, pupils in remaining classes had had only limited science opportunities. When we compared the levels of interest in science shown by pupils in each primary class there was no evidence to suggest that, in general, greater primary science experience had been beneficial. Interest in studying more science at school was widespread but pupils who had already done quite a lot of science showed no more interest than those who had done very little. This may be disappointing for those who have argued simply for more primary science.

When the responses of boys and girls were analysed separately, it was the girls who showed a greater interest overall, irrespective of primary experience. This interest was greatest for biological topics but there was also considerable enthusiasm for further work in such areas as "dissolving things", "colour" and "sound and hearing". In one school the difference in interest between boys and girls in the two fourth year classes was so marked that it prompted closer observation of the science activities.

The girls in one class showed a particularly high degree of involvement in science, planning investigations and enjoying careful testing and observation. The teacher (a woman) encouraged them to think scientifically and to see science as an integral part of the wider curriculum. In the adjoining class it was the boys who showed greater enthusiasm. They clearly enjoyed using the apparatus and "doing experiments". Discussions with the (male) teacher were much more factual and the image of science portrayed was that of an exciting "special subject". This was only one school and it would be foolish to make wide generalizations but we should consider the possibility that some of the strategies for "girl-friendly science" suggested by Barbara Small may be as important in primary science as in secondary science.



Despite the primary girls' greater interest in further school science topics, their actual involvement in science-related activities outside school was substantially lower overall than that of the boys. Boys spent much more time in technical activities such as model-making and playing with electrical and constructional toys while the girls enjoyed cooking and sewing. Both sexes enjoyed looking after pets, although boys appeared to play more snooker, many girls said that they would like to. Opportunities for technical activities in our sample schools appeared to be very limited and, at times, highly sex-stereotyped, giving the EOC little encouragement that girls might make up for their earlier lack of experience.

A year later, the picture had changed considerably. There was still no evidence to suggest that those with substantial primary experience were more interested in science than those who had little. In addition, there was nothing to suggest that the more experienced pupils were being more successful in science. Sadly, the girls' interest in school science appeared to have cooled considerably, particularly for physics topics, and some of the girls who had had greatest experience in primary science were among the most disillusioned!

We felt rather disillusioned too, working as we do promote primary science in school! One glimmer of light emerged when we looked again at those students who *had* been successful in science in their first year of secondary school. Successful science students appeared to do more practical activities outside school than their peers. Such a result can in no way prove that practical activities promote success in science but perhaps we should explore the effects of increasing such activities in school and encourage parents to provide appropriate opportunities at home.

Our study then suggests that it is naive and dangerous to assume that more primary science must necessarily be beneficial. We need to monitor the effects of differing teaching strategies on boys and girls and work to increase our effectiveness. In addition, the study suggests that it is crucial to improve science liaison between primary and secondary schools and to seriously consider continuity and progression, not only of content and skills but also of teaching style and presentation. If we do not find ways to maintain and develop early interest in science there seems a real danger that we might end up "switching off" more children than we have "switched on".

Jan Craig is an advisory teacher and co-ordinator of ESG Primary Science in Leicestershire.
David Ayres – is Science Education lecturer, Loughborough University of Technology.

Investigating "customer awareness"

Parent power

MARTIN SKELTON

Parental involvement in schools was characterized for many years by the image of the sign at the school gate – "No Parents Beyond This Point" – and while this image did not contain the whole truth it was a precise enough indicator of the way many primary schools felt about the parents of the children whom they taught.

In the last 20 years such attitudes have dissipated, slowly at first but speeding up recently as evidence of improved reading as a result of home-shared reading schemes has forced even the tardiest of reformers to at least consider how parents might be engaged in the educational process.

Unfortunately, this new relationship of parents and schools working together has been given little time to grow towards any sort of maturity. Many of us can already hear through the words of our local authorities and the pronouncements and enactments of the government, the quickening advance of "parent power" and the demands to deliver a system of education which meets only the wishes of the parent body.

Indeed, those involved in educational management, searching as ever among the bones of industry for the hooks upon which education can hang its management concepts, have begun to talk quite openly about notions of "customer awareness" to anyone who will listen. Notwithstanding the range of customers served by the education system what such a concept means at the sharp end of primary school life is parents. What hasn't been done is to investigate what customer awareness means in an educational context.

What, for example, are the characteristics of our customers? First, for many there is a deep emotional involvement in the education of their children. This involvement is not always positive and is itself bound up with all of the other emotional entanglements that being a parent brings with it.

Second, many parents feel that they have some – albeit incomplete – knowledge of the experiences undertaken by their children within the school system; not only have they been a part of such a system themselves but the very act of parenting brings some insight into the ways of dealing – or not dealing – with children.

Third, parents bring a wide range of views to many of education's more contentious issues. Where, for example, is the consensus about sex education, the role of grammar in the language curriculum, the importance of practical work in mathematics or the place of religious education in state schooling?

Fourth, parents are assailed by conflicting evidence. Because education is not a precise science many of its "answers" have to be seen as temporary solutions, to be refined later. If we understand this process in a sophisticated way all is well and good but there are difficulties. Parents often see education as being always under debate and never certain of itself, a view not particularly amenable to any group with an emotional investment in the raw material of the process. Equally, such debate is open to easy and slick misinterpretation by various self-interested groups with access to the national and local media.

Fifth, because education is in the end, the result of an interactive process between human beings, there could hardly be a uniform product to offer parents even if we knew all the answers. There are many who have difficulty maintaining a family stability over anything longer than three or four days; it shouldn't be difficult to understand the insecurity which occasionally exists in many classrooms and schools.

None of the above is intended as criticism of parents. Perhaps I ought to add a sixth characteristic – that they are often right! What I do suggest is that an identikit picture of the "parent as customer" is very difficult, if not impossible, to draw. The one thing we can say with some safety is that there is no such creature.

Organizing a system of education to meet only the conflicting demands of parents is replete with dangers. I have an image in my mind that I dare not develop too thoroughly. It is of a classroom where a teacher is trying to teach one group of children mathematics in one way and a second group in another; where some children are allowed to paint but others are not; where some children are endlessly practising mock entrance examination papers while others are working with their writer-in-residence. It is, I think, the image of a teacher's nightmare.

There are, of course, further complications. The rise of "parent power" as an idea is as much a political one as anything else and it may not be coincidence that it is being ridden at its hardest during the run-up to a general election.

What are we to make, too, of the differences between the perspectives of many – although not all – parents and those contained in the Cockcroft Report, for example, sighed and endorsed as it was by the previous Secretary of State? Or the recent HMI document on the teaching of history? Or any number of the 5–16 documents recently issued to schools as guidelines to policy as well as for discussion?

When it comes to the crunch is the Secretary of State going to maintain his fullest support for those comprehensive and detailed statements of our practice if, in his view, they cut across what he sees as the overriding parental perspectives? Are we to throw away all that we have learnt about the importance of practical and discussion work in the teaching of mathematics just because some parents don't like the idea? And if we are, how many constitutes the "some" that transforms a parental group into an active and successful lobby?

Equally, there is implicit in notions of the need to meet customer demands the statement that they are not being met already. For the many schools where this is just not the case the government – and the local authorities who follow their line too closely – are doing a grave disservice in describing a system of state education which appears to be far less successful than it actually is in practice. If we can't be supported by our masters then who will stand up for us in the collective consciousness?

The issue of "customer awareness" in education is still very new and insufficient time and space has been given to thinking through its full implications. Two things seem clear to me. First, the customers – whether that is the child or their parents – do have a vital role to play in education and their views must be heard and genuinely respected; only when we understand what parents think of the service we are providing can we hope to respond to those thoughts and gain full and lasting respect for what we do. To this end we need to develop ways in which as many parents as possible have the opportunity to comment on our provision and to reveal their own hopes and expectations for their children and to investigate ways in which the inevitable complexity of such a response can work itself out in practice.

Second, but equally importantly, we need to be confident about our own developing understandings of the educational processes that will benefit all children. We do know more about the teaching of mathematics and reading, to take but two examples, than we have ever done and we would be reneging on our duties if we did not seek to inform parents about them.

Our need to explore parental perspectives is vital; not only so that we can respond positively to them but also so that we can be that much clearer about how to explain our own understandings to parents in return. This is likely to be a difficult, sensitive exercise. It is not going to be helped by either an insufficient understanding of the issues or a cynical deference to parental "needs" for a short-term gain.

Martin Skelton is headteacher [illegible] Primary School, Bromley, Kent.

The rural school system

Making small better

ANDREW CULLUM

It arrived on the school mat during the first days of September: the annual list of professional courses from the University of Bristol. There were computer courses, maths, early learning in infants . . . and a fellowship. A whole term following a line of study of the applicant's own choice. I scrabbled through my desk, grabbed the pen and applied.

It just had to be the best term of my life – though contrary to popular opinion it was in no way a "term off". In fact students were expected to work very hard. Though much of a typical week was spent in visiting schools which showed examples of good practice, it was the time available for private study that became the highlight of the course, as far as I was concerned. As head of a rural school in Avon I wanted to spend time looking into the benefits and snags of a village school education. In particular I hoped to identify ways in which the disadvantages could be minimised or even totally eradicated.

As a head of seven years standing I felt perhaps rather smug at the quality of the education that our school offered. After all, in accordance with current thinking we not only offered sound individualized learning through necessity, but could offer this alongside a very favourable pupil-teacher ratio as well. As teachers in a school which is an integral part of the village community we had plenty of parental support. We felt that the close social relationship between families produced children who were well behaved and were tolerant of those with special academic difficulties.

However, a few hours research in the university library soon revealed some serious disadvantages in our British village schools and it was these deficiencies upon which I decided to concentrate my energies. I began searching for ways in which some of these major difficulties might be alleviated.

Outmoded Buildings

In 1974 when the counties were reorganized, large numbers of Victorian village schools were extremely run down. Little money had been spent either on an occasional or on a regular basis. The new county councils have certainly made enormous improvements in the standards of general maintenance and repair. Internal alterations have been made – notably the introduction of suspended ceilings and internal modifications to provide specific curriculum areas for cookery, library, science and infant play experience. Expensive improvements have also been made in many schools with regard to lighting, heating and energy efficiency, but design decor and decoration are still sadly neglected. Strict adherence to insurance regulations has led to the demise of self-help schemes which has further restricted developments although some schools do still manage improvements in a clandestine manner!

Outdoor toilet blocks are still common and these invariably become damp and unpleasant places to use, although some have been supplied with heating. It is unreasonable to expect a child to have to cross a playground to use the lavatory especially when it is pouring with rain. At many of our universities – Sussex, York and Bath are cases in point – tubular metal and sheet plastic covered walkways provided protection from inclement weather. Perhaps these would make visits to the lavatories a little more civilized.

High-priced essential resources.

It is arguable whether high quality expensive visual aids can partly compensate for limitations of teacher expertise. However, nationally many of our rural schools cannot afford colour television, video or projection equipment. How gratefully received were those cut-priced computers a few years ago and how our village schools enthusiastically took up the challenge and opportunity to enhance their curriculum. Cost of a colour television, video recorder, jumbo typewriter or projection equipment can be a sum equal to a third of annual capitation. Such purchases are clearly not feasible in terms of normal income. A common sense solution to this problem has been attempted in Cornwall and Shropshire – the idea of an Area Resources Centre.

While shared resources are not ideal they are certainly better than doing without. A resource centre established to serve every five to 10 schools might share a considerable range of materials to mutual advantage. Electrical items of prohibitive cost would be the obvious inclusions, but small libraries of software, films and film strips would also be useful. Provision of a spare room ought not to be a problem – there are plenty of empty classrooms in a falling roll situation.



Farrington Gurney School. Drawing by Elizabeth Lake.

The shortages and limitations of human resources

Three other disadvantages of small schools are much more serious. Those of teacher isolation, lack of expertise and limitations of child relationships are inter-related problems which could with some thought be effectively alleviated.

Many teachers, and heads in particular, feel isolated in their rural posts. Comradeship is limited. Teachers' centres are distant, with the result that few teachers feel sufficiently motivated to travel 10 or 20 miles to the centres of population.

We do survive as a profession on our ability to learn from each other. Teachers who do not participate in open ideas and discussion, rapidly become stagnant and are unstimulating to their pupils. There is sound evidence that our village schools are doing some inspired work in literacy and mathematics. Local enviromental studies are well established too. However, many schools cannot provide expertise in class music, instrumental music, PE, games, science and art. These subjects are covered, but in perhaps a haphazard and inexpert way.

Another significant deficiency in the rural school system is the limitation of child friendship patterns. At the most, there will only be 5 or 6 children of the same age – at worst a child can be one alone. A quarrel can cause much personal anguish and isolation to affected children. Furthermore, a newcomer will invariably upset the whole sequence, and friendship patterns will go into temporary turmoil once again. The smaller the school the greater the problem.

Is there an answer? I believe the survival of the village school can only be through a federation or cluster system. It does seem reasonable that schools in the same area should exchange staff and pupils on a regular basis throughout a normal working week. This would clearly provide each child with the greater and more expert adult contact he/she needs. It would also provide his/her teacher with regular professional contact beyond the normal place of work. Experts in science and music for instance, might exchange schools and in so doing will certainly devolve some of their knowledge and enthusiasm to encourage less confident teachers to attempt these subjects themselves.

To operate any pupil exchange system effectively, each federation would need a minibus exclusively reserved for the purpose of inter-school mobility. This has been one of the strengths of the Northamptonshire system. Sadly, many authorities have rejected this on cost grounds, although minibuses could be funded at less than £2,000 a year or £200 per school.

Of all the suggestions in this article the introduction of advisory teachers for rural schools is the most significant. Several l.e.a.s have tried schemes to improve local liaison and rural in-service training, but few have yet appointed advisory teachers to implement such schemes. Although 10 years ago Northamptonshire began a rural schools advisory team, there has been little progress elsewhere. Notable exceptions are Dorset and Cornwall where authorities have recently accepted government funding to create rural advisory posts.

Ideally a federation of five–10 schools should possess an advisory teacher or head. Salary would need to be commensurate with a Group 2 Headship to give the necessary status to each area organizer. The role of this advisory teacher would be that of co-ordinator and motivator. Exchange teaching either on a regular or on an occasional "workshop" basis would become a reality. Staff mobility would broaden the adult contact of the village child, it would decrease the isolation problems of teachers and it would hopefully lead to inter-school working groups, thus broadening the social experiences of the pupils involved.

Andrew Cullum is headteacher at Farrington Gurney CE School, Avon.

Eat up

Indian Food and Drink. By V P (Hemant) Kanitkar.
Wayland £5.95. 0 850 78 897 8.
Italian Food and Drink By Edwina Biucchi.
Wayland £5.95. 0 85078 898 6.

"You are what you eat", so a series which discusses the geography and culture of a country in terms of its meals should get to the heart of the matter. The one problem of these well researched, attractive books, with their practical recipes, is that, in striving to do justice to the richness of the cultures they describe, they cram in information in a way that is likely to be, too appropriately, indigestible. Forty-eight pages is not much room in which to cover both the general nature of Indian or Italian food and the regional variations, together with important historical information and, in the case of the Indian book, some account of the many religions which influence eating habits; it is honourable that the authors have been encouraged to go for density, but it does mean that everything must be described in a rush; the recipes are the only points at which the books ease up.

Because there is so little room to elaborate on the mass of information these books provide, their bibliographies, pointing the reader to possible expansions, are particularly desirable. The recipes are sound, and mostly carry proper safety warnings, though not everywhere that these might be needed. Altogether, these two books, and others coming along in the same series, should prove of value not only in the primary classroom but in Integrated Studies and Home Economics classes in the early years of secondary education also [illegible]

[illegible]

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EXTRA

Keeping primary school geography alive

For its own sake

WENDY MORGAN

The recently published HMI document in the Curriculum Matters series *Geography from 5–16* must be welcomed by those of us who are concerned about the development of geography in the primary school.

In recent years the very existence of primary geography has been under threat as new subjects have sought curriculum time in an already overloaded programme. It was not always so. In my early years as a teacher, geography was sure of its place in syllabus and timetable. Later it was subsumed under topic work or environmental studies but it still struggled on. The radical reshaping of the philosophy underlying primary schooling, blessed by the Plowden Report and becoming the orthodoxy of the Seventies, encouraged first-hand discovery and selection of content relevant to, and often chosen by, the children.

Non-specialist teachers lacking training and confidence in the handling of geographical ideas, frequently neglected such opportunities in favour of less rigorous pursuits. As economic recession followed by the "back to basics" movement closed in, teachers were soon required to add science, technology and computer skills to their repertoire. Health and home economics are now added to the overloaded curriculum, for which balance breadth and relevance are sought, along with requirements for such cross-curricular matters as equal opportunities, environmental and political education and economic understanding. Small wonder that teachers sigh as yet another in the "Raspberry Ripple" series appears on their desks.

In spite of these growing pressures I have found opportunities to develop primary geography. Head teachers who largely left me to my own devices neither questioned nor applauded my activities providing the three Rs were well taught and children did not misbehave. With the support of the Geographical Association I developed local investigations as well as studies of far-away places. School grounds, urban open spaces, Epping Forest all gave scope for geographical enquiry. Trees and shrubs surrounding the school were mapped, slopes were explored with marbles and stop watches, heights were measured with ranging rods and clinometers. Weather studies took place with home-made and commercially-produced instruments. Cross-curricular projects based soundly on geography branched out into many other fields in the time honoured manner of the primary school. My soil study offered opportunities to investigate its properties, a scientific approach. The quantification measurement and production of graphs is undoubtedly mathematical. Children talking in groups, writing accounts are using language, and painting, drawing and modelling are art and craft. However, these subjects all have champions demanding the unique contribution of their discipline to the primary curriculum; but what about geography for its own sake?

Undoubtedly my most satisfactory geographical work has come about through field-work. An exciting afternoon was spent by a class of 10-year-olds exploring water depth, rates of flow, meanders and undercutting in a nearby stream. Wet feet and dirty clothes did not deter them from getting data which later led to very creditable annotated drawings of cross sections. The experience added much to their general education as well as their growth in the concepts, skills and attitudes which make up primary geography.

Another group on a residential journey used maps for exploring unknown terrain, studied plant succession across the foreshore, glimpsed evidence of coastal erosion, examined past and present evidence of the extraction industry and the working of an automated lighthouse. Work produced was exhibited at a Geographical Association Annual Conference. There it was much admired, but it was undervalued in school. Subsequently I was required to take 80 children on a purely social school journey. When I refused for safety as well as educational reasons it was made clear that I would forfeit promotion in the school as a result.

Now as head of a village school I have opportunities to visit other schools, but I still see little evidence of primary geography. My own school was short on resources and showed little evidence of geographical work. INSET and support services show little interest in the subject, although an advisory teacher in geography is about to be appointed, no doubt as a response to *"Geography from 5–16"*. How will I set about developing primary geography in a village school with 69 children, two assistant teachers and a teaching head?

HMI identifying objectives appropriate for primary geography mention among others the following features of enquiry-based learning:

a. Study of the immediate environment.
b. Land use, building function, evidence of change.
c. Effect of environment on lifestyle.
d. Weather and seasons.
e. Services within the community.
f. Sample studies in Britain and overseas.
g. Britain's ethnic diversity.
h. Location links and networks.
i. Understanding and use of maps, globes and atlases.

A study of the local environment for us includes the study of a farming community now turned commuter village for a large town. A farmer parent offers termly visits to his mixed arable and pig farm. A governor provides access to the mill, where various animal foodstuffs are produced. A small housing development gives insight into the construction industry, contrasting with 16th-century thatched cottages and a medieval church.

The effect of environment on lifestyle and overseas countries can be studied through our own community. One family recently fled from a turbulant situation in Africa, another visited the US and two boys will shortly go to Australia on holiday. A French national holds conversation lessons with our older children and recounts the doings of her family in Nice. Maps, globes and atlases are needed to check up on routes, locations and directions.

Study of the few services in the village soon leads us into links and networks. Where do we shop for groceries, clothes, furniture and kitchen equipment? How do we travel? How does a family manage with no car? Sketch maps, diagrams, graphs and charts flow naturally out of such investigations and the use of Ordnance Survey maps of different scales becomes imperative.

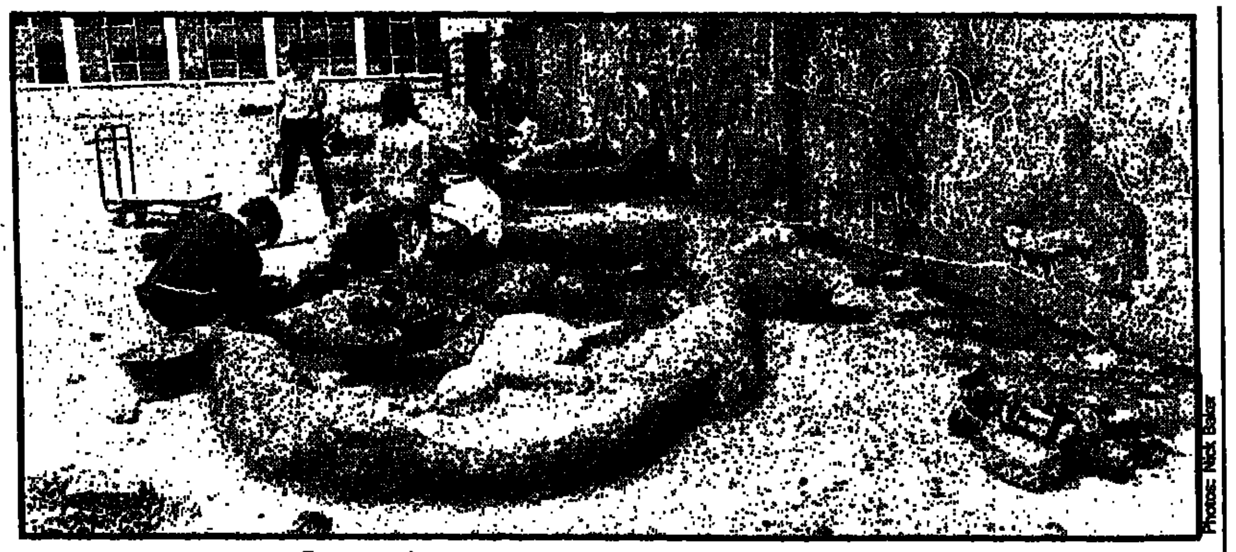
The weather is a constant source of interest to us, particularly when sharp winds make it difficult to open classroom doors, snow drifts cause three and a half days' school closure and a flooding stream restricts access to the nearby town.

Ethnic diversity may be restricted in our village, but evidence of change surrounds us as fields which once lay open to the frost throughout the winter, but are now ploughed in October and prepared by power harrow, turning green in November and remaining so throughout the winter. This is a change for the economic benefit of the farmer and for the appearance of the country all through the winter months.

Much of my geographical work in school has been consolidated through a residential field course at Flatford Field Centre. Designed for the needs of my children, taught by experts in their field and supported by equipment unobtainable for the school, the resulting level of achievement has spilled over into all school activities. Planned as a single occurrence, it now seems destined to become an annual event.

There are ways of ensuring that children in a village school do not miss opportunities for geographical enquiry. My children will receive some geographical education because it is high on my priorities. Also I am supported by enthusiastic colleagues in the Geographical Association. I trust that this recent HMI booklet and the interest that it provokes will be the support needed by other less fortunate teachers who are struggling to keep primary geography alive in the context of almost overwhelming pressures.

Wendy J M Morgan is headteacher Elmsett Voluntary Controlled Primary School, Elmsett, Suffolk.



Photos: Nick Baker

Inter Action Work to Play Scheme

Labour of love

NICK BAKER

A tropical island has grown in the playground of Newington Green Primary School, over the past spring and summer. The jungle, inhabited by a cheeky looking lion, edged towards the beach where a friendly looking octopus was spreading its tentacles. Nearby, a family of turtles basked. So did a huge fish, in its own rock pool. None of the animals looked in the least scared of the long snakes and the crocodile, who framed the scene.

The arrival of the tropics in the cooler climes of noisy north east London is the result of what Inter Action calls its Work to Play scheme. Inter Action (best known for its Sixties' and Seventies' work bringing theatre to the streets and farms to city children) supplies the expertise. The children supply the ideas, the designs, the art work and much of the labour. And someone, somewhere, provides the funds. In this case it was ARC concrete, Shell, the Islington Society, the Inner City Partnership and the ILEA. The concrete sculptures and wall reliefs, together with the huge sewage pipe tubs (for plants, and climb-through tunnels) cost about £5,000. That's about half of what the whole thing would have cost to be professionally designed and constructed.

Not that Work to Play is an exercise in cost-cutting. The aim is to give children of five and over the experience of participating in the creation of their own environment. Inter Action's Training Director Carry Gorney led children from Newington Green School through a programme that included drama, art work, modelling and design. Consultation with teachers and parents was important, but not as important as realizing the children's image of what they wanted their playground to look like, within the bounds of what was technically and financially feasible. Everything, right down to the colour of the octopus's eyes, was the subject of group decision. The area was designed to give children the chance for creative play, general low-level jumping and climbing about, as well as infant-sized locations where they could simply sit and chat.

With the designs agreed upon and a scale model built and painted, the construction work began in early summer with the application of white paint to the playground wall and floor surfaces. The core of the play-sculptures was made from bricks and brick fragments left handily over from a local demolition site. Children were involved, with careful supervision, in all the tasks they were physically capable of, with much work being carried out by shifts of classes during school time.

On the day of my visit, the heavier bits of construction were all but complete, the wall relief was being smoothed ready for paint primer and the last of the concrete was being applied to the turtle family. Even though it was the summer holiday, there were still children from the school working on, and I was left in no doubt that despite adult help with the difficult tasks, the children all knew what they were doing and why. For example, 11-old-year Bashir explained to me how the sloped area was to be drained of rain water, and his nine-year-old sister Moulinat went over the process of brick-sorting necessary to make the sculpted items. Significantly, Bashir had in fact finished his schooling at Newington Green, but was still enthusiastically contributing to the work. Also on hand were two student volunteers, one a drama student and the other a sculptor, both of whom agreed that while their skills were sometimes necessary to finish some of the more intricate work, it was the children's ideas that were paramount.

"It's a real design process," says sculptor Caroline Russell, who suggested that adults seemed to be making quite large contributions. "The children can all point to the bits that they've designed."

It may be significant that there has been no trace of vandalism on the site over the months of construction. "Not a brick has been thrown," says Carry Gorney, who attributes this to the fact that it's a genuine community project, and older brothers and sisters, who may have vandalistic tendencies (tendencies not uncommon in this area of London) are unlikely to try and destroy their younger siblings' handiwork. This care has inspired Inter Action to plan another similar project, in which fifth-form pupils from secondary schools take part in the design and construction process, alongside younger children. The theory is that even the hardest hearted vandal won't want to destroy something he or she has had a hand in creating.

It's a theory that seems to have stood up well. The sculptures – now colourfully painted – remain unchanged after 6 months. Teachers at the school were "stunned" by the change in their playground when they returned after the summer, and, according to Ms Gorney, have noticed a big change in the way the sculptures have affected the children's play. It's more organized and less aggressive, a result of their own pride in being designer, sculptors and artists.

(Inter Action welcomes enquiries about its schemes, including Work to Play: Royal Victoria Dock, London E16 1BT. Telephone 01-511 0411/6)



To perform

Androcles and the Lion By Peter Canwell
Peter Canwell Music. (0642 711452)

This is a canata with mime and dance suitable for older primary children or for secondary schools. Teachers familiar with Canwell's other works will not be disappointed with this one but should be aware that it is technically more adventurous than say "The Bell that Cried" and calls for a confident and accomplished pianist. The style is more ballad than rock though the accompanist needs to hear a drum kit in her head if she is to keep the music alive. Canwell's lyrics are frankly uninspired: but the overall effect is pleasant enough and an imaginative teacher will make the work very attractive for both performers and audience.

The score comes with some rough but helpful sketched suggestions for staging and costume and there is a rehearsal cassette on which Nigel Beetles plays his inventive and interesting piano accompaniments.

Together

Let's Co-operate. By Mildred Masheder.
Peace Education Project £2.95.

This is a book of activities and ideas for teachers and parents of children from pre-school up to 11 years. As the title suggests, it sets out to promote games and activities which are co-operative – circle games, rather than competitive – circle games, games where everyone holds the edge of a large parachute. In addition there are many introspective activities and activities concerned with awareness and responsibility. Thus, in "Body Jigsaw", which is in a section about awareness of the body, children might all lie in interlocking positions until there is just one mass of interlinked bodies; then they get up and run about and at a signal try to regain the original jigsaw position. And in the nature walk activity "My tree to hug", a blindfolded child who has been introduced to a tree then finds it again with the help of a guide.

These are but two of a wealth of ideas. The book is imaginative, practical and very helpful – and inexpensive too.

Gerald Haig

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Other Appointments

SUTTON
LONDON BOROUGH OF SUTTON
MUSCHAMP INFANTS' SCHOOL
Muschamp Road, Carshalton SM5 2SE
TEACHER - SCALE 1
Enthusiastic Nursery Teacher required from 1st September 1987 to join experienced team.
Application form available from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Closing date 20th March, 1987. (49109) 100026

BUCKINGHAMSHIRE COUNTY COUNCIL
An Equal Opportunity Employer
MILTON KEYNES AREA
RUSSELL COUNTY FIRST SCHOOL
Russell Street, Stony Stratford, Milton Keynes
(Headteacher: F.J. Hussey)
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Required for September 1987 a teacher aware of good nursery practice, to lead this self-contained nursery class which caters for 4 year olds. Scale 2.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms are available from the Headteacher, on receipt of a foolscap stamped addressed envelope. Closing date 24th March 1987. (00894) 100026

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
CLARKSFIELD INFANT/NURSERY SCHOOL
Grasmere Road, Oldham
NURSERY TEACHER - Scale 1
Required for Easter 1987.
Please apply by letter to the Head at the school, including full c.v. and names and addresses of 2 referees by 13th March.
An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (44491) 100026

LONDON SE21
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KINDERGARTEN DEPARTMENT
90 pupils aged 3-11
Due to increase in pupil numbers, a qualified infant teacher is required from September 1987, to take a class of 4-5 year olds. (18 to a class).
Burnham Scale plus Inner London Allowance and Government Superannuation.
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Please apply in writing with full C.V. and the names and addresses of two referees to The Headmaster, Oakfield Preparatory School, 125 Thurlow Park Road, West Dulwich, London SE21 8HP. (44517) 100026

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER 1987
CLITTERHOUSE INFANTS SCHOOL
Claremont Road, Cricklewood NW2 1AB
Roll: 172
HEAD TEACHER - GROUP 3
Applications are invited from suitably qualified and experienced teachers.
Previous applicants will be re-considered.
Removal expenses and separation allowances available.
Application forms and further details (foolscap s.a.e.) obtainable from and returnable to the Director of Educational Services, Town Hall, Friern Barnet N11 3DL by 20th March 1987. (49924) 110010

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER, 1987
BLESSED DOMINIC R.C. J.M.I. SCHOOL
Lanacre Avenue, Grahame Park, NW9 5FN
Roll: 235
HEAD TEACHER - GROUP 4
Applications are invited from suitably qualified and experienced practising Roman Catholic teachers.
Previous applicants will be re-considered.
Removal expenses and separation allowances available.
Application forms and further details (foolscap s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet N11 3DL to be returned to the Chairman of Governors, c/o Headteacher at the school by 20th March 1987. (49921) 110010

WEST WINCH COUNTY PRIMARY SCHOOL, Nr. King's Lynn (Group 4)
HEADSHIP
Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL. Closing date for applications: 20th March 1987.
Norfolk County Council

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
ST. JOHN'S CE INFANT NURSERY SCHOOL
Ashton Road East, Failsworth, Manchester M35 9PN
EARLY YEARS TEACHER - Scale 1
Required for September 1987 for this one form entry nursery/infant school. Applicants must be conservant with an integrated approach and be willing to work with parents. Committed Christian preferred.
Application forms (sae) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to Rev. J.D. Quance, St. John's CE Infant/Nursery School, Ashton Road East, Failsworth, Manchester M35 9PN by 20th March.
Assistance with Local Authority Housing available. (44489) 100026

Primary School Education

Headships

BROMLEY
ST. MARK'S CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL
Bromley, Kent BR2 0QR
Tel: 01-460 0524
HEADSHIP
The Governors invite applications from suitably qualified and experienced teachers who are committed Christians for the Headship of this Group 5 school.
Applicants will be expected to be sympathetic to the stated aims of the Governors which is to create within the School a loving, caring atmosphere in which each child can develop his/her own gifts to the full.
The School moved to its present site in Aylesbury Road in 1984 and the estimated number on the roll is 190 for September 1987. The School has potential for future growth.
Application forms and further details can be obtained from the Chairman of the Governors, The Reverend Alan Yousden, St. Mark's Vicarage, 51 Hayes Road, Bromley, Kent BR2 9AE. Completed application forms should be returned to the Chairman by 28th March 1987. (35550) 110010

County of Cleveland
An equal opportunities employer.
Closing date: 20th March, 1987.
Application forms and further details for the undermentioned posts obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN (Tel. Middlesbrough 248155, ext. 3017). Financial assistance with household removal expenses may be available in approved cases.

THROSTON PRIMARY SCHOOL
Flint Walk, Hartlepool, Cleveland TS26 0TJ.
Head Teacher (Group 6)
Required for September, 1987, or earlier if possible, a suitably qualified and experienced Head Teacher for this large primary school situated in a modern estate on the northern outskirts of Hartlepool.

CHANDLERS RIDGE PRIMARY SCHOOL
Nunthorpe, Middlesbrough, Cleveland TS7 0JL.
Head Teacher (Group 4)
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this primary school on the southern outskirts of Middlesbrough, from September, 1987.

Education

Head Teacher

A qualified teacher is required. The vacancy is created by the resignation of the present Head Teacher. Vacant Summer Term, to be filled as soon as possible, thereafter.

Group 5
BULWELL ST. MARY'S C.E. (CONTROLLED) PRIMARY SCHOOL
Ragdale Road,
Bulwell,
Nottingham,
NG6 8GQ
Roll: 238

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Chief Education Officer at County Hall. Closing date: 20 March. Please quote ref. S28.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

OPPORTUNITIES IN LINCOLNSHIRE

Lincolnshire is a pleasant rural county with delightful countryside, reasonably priced housing and town facilities within easy reach.

We need to fill the following HEADTEACHER VACANCIES arising from promotions and retirements:

CONINGSBY CE PRIMARY (Group 5, Roll 270) near Horncastle.

DIGBY, THE TEDDER COUNTY PRIMARY (Group 2, Roll 50) near Sleaford.

EAGLE COUNTY PRIMARY (Group 2, Roll 70) near Lincoln.

MARKET RASEN CE PRIMARY (Group 4, Roll 200).

SOUTH HYKEHAM COUNTY PRIMARY (Group 2, Roll 70) near Lincoln.

WOODHALL SPA, St. ANDREW'S CE PRIMARY (Group 4, Roll 195)

All appointments from September 1987.

For further particulars and application form(s) for any of these posts, send s.a.e. (at least 9" x 6") to the Director of Education, Teachers' Staffing Section (Ref. BJA), County Offices, Newland, Lincoln LN1 1YQ. Closing date: 20th March 1987.

Lincolnshire County Council

CORNWALL EDUCATION COMMITTEE

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

PRIMARY SCHOOLS
PRIMARY HEADSHIP

St Tudy C of E V A Junior and Infants School
St Tudy, Bodmin, Cornwall PL30 3NH.
Group 1. Available from 1st May 1987.
Closing Date 27th March 1987.

Application forms and further details are available on receipt of SAE (Foolscap) from the Secretary for Education (Schools Section), County Hall, Truro, Cornwall TR1 3BA.

(14666)

CORNWALL COUNTY COUNCIL

Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER

Primary Schools

Unless otherwise stated, the following are required for 1st September, 1987 and the closing date is 19th March, 1987.

Darwen Turncroft Nursery
Darwen (80 on Roll — Mixed — Part-time)

HEADTEACHER — Group 1

Hyndburn Reading & Language Service
based at Rishton Norden County High School
Required 1st May, 1987 or as soon as possible thereafter.

Scale 2 — PERIPATETIC TEACHER to teach small groups in Primary and Secondary schools.

(12714)

PRIMARY HEADSHIPS
continued

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September:
DEARNE BOLTON-ON-DEARNE SACRED HEART RC (AIDED) J & I SCHOOL
Lockwood Road, Goldthorpe, Rotherham
The Governors invite applications from suitably qualified practising Roman Catholic teachers for the post of HEADTEACHER - GROUP 3.
Application forms and further details obtainable from and returnable to Reverend K. Thornton, Sacred Heart Presbytery, Lockwood Road, Goldthorpe, Rotherham, South Yorkshire S63 9JY. (44982) 110010

BEDFORDSHIRE
EDUCATION SERVICE
HEADSHIP
COTTON END LOWER SCHOOL
High Road, Cotton End, Bedford MK45 3AA
Required for September 1987.
Group 1.
Estimated number on roll: 47 children aged 5-9 years.
Application form and further details from the Chief Education Officer, County Hall, Cauldwell Street, Bedford MK42 9AP on receipt of a stamped addressed envelope.
Closing Date: 20th March 1987.
Bedfordshire is an Equal Opportunities Employer. (35041) 110010

BEDFORDSHIRE
EDUCATION SERVICE
HEADSHIP
SOMERIES INFANT SCHOOL
Wigmore Lane, Luton LU2 8AH
Required for September 1987.
Group 4, Estimated number on roll: 151 children aged 5-7.
Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 9AP on receipt of a stamped addressed envelope.
Closing Date: 20th March 1987.
Bedfordshire is an equal opportunities employer. (35040) 110010

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
LAMBOURN CE (CONT) PRIMARY SCHOOL
Greenways, Lambourn, Newbury
NOR: 250
Required September 1987 Headteacher (Group 5).
An attractive three bedroomed detached house is available.
Further details and application forms from The Director of Education (ES/SS), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE please).
Closing date: March 25th 1987.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (35076) 110010

BEDFORDSHIRE
EDUCATION SERVICE
APPOINTMENT OF HEAD TEACHER
BEECHWOOD INFANT SCHOOL
Beechwood Road, Luton, Beds.
Group 4
Estimated number on roll: 151 children aged 5-7, plus 52 in Nursery
HEADSHIP:
Required for September 1987.
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 4 Infant School.
Application forms and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 9AP on receipt of a stamped, addressed envelope.
Closing Date: 20th March 1987.
Bedfordshire is an Equal Opportunities Employer. (35039) 110010

BERKSHIRE
THAMESIDE PRIMARY SCHOOL
Wolsey Road, Caversham
NOR: approx. 200
Required September 1987, Headteacher (Group 4).
Application forms and further details from the Director of Education (ES/ss), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE please).
Closing Date: March 25 1987.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (35078) 110010

BROMLEY
BROMLEY ROAD INFANT SCHOOL
St Georges Road, Beckenham Kent BR3 2JG
Tel: 01-650 5946
(Group 4)
HEADTEACHER (GROUP 4)
We seek a suitably qualified and experienced teacher for this post, tenable from September 1987.
Application forms and further details available from returnable to the Director of Education, The Town Hall, Tweedy Road, Bromley, Kent BR1 1SB by 19th March 1987. (35236) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
MILTON KEYNES AREA
An Equal Opportunity Employer
GREENLEYS COUNTY MIDDLE SCHOOL
off Marron Lane, Wolverton, Milton Keynes MK12 5DE
(Group 5)
The Headship of this middle school, catering for the full age range, is available from September 1987.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer J.A. Ginnever, B.Sc., M.Ed at the Milton Keynes Area Education Office, 1 Wimbledon Gate East, Central Milton Keynes MK9 2BE, on receipt of a foolscap, stamped addressed envelope. 110010
(00889)

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
Beaconsfield/Chiltern Area
IVER HEATH COUNTY FIRST SCHOOL
Slough Road, Iver Heath SL0 0QA
Applications are invited for the post of Headteacher of this (Group 3) School (5 to 8+) which becomes available from September 1987.
Application forms and further details available from the Education Office, County Offices, King George V Road, Amersham, Bucks. Closing Date: 24.3.87. 110010
(00898)

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
HEADTEACHER (GROUP 4)
Required for 1st September, 1987 at Bury and Whitefield Jewish Primary School, Parr Lane, Bury. This is a newly opened voluntary aided Primary School.
Applicants should be sympathetic towards the orthodox Jewish ethos of the school.
Application forms and further details obtainable from the Director of Education, Education Offices, Athenaeum House, Market Street, Bury BL9 0BN (Tel: 061-705 5619) and returnable to the Chairman of Governors, Bury & Whitefield Jewish Primary School, Bellford, Vernon Road, Bury, by the 18th March. 110010
(44940)

HAMPSHIRE
GLENFIELD FIRST SCHOOL
(5-8 years)
Required September Headteacher Group 4. We pursue a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.
S.A.E. for further details to: Area Education Officer (SW/PH), Arundel Towers North, Portland Terrace, Southampton [illegible] completed applications 16th March.
(44279)

Come and teach in Kent

HEADSHIPS

NORTH WEST KENT AREA

Chantry County Primary School, Gravesend.
Group 4 Roll: 115 (Aged 8-11) Plus 51 part-time nursery pupils.
Applications are invited for the post of Headteacher of this multi-racial Junior and Infants school for September 1987. The vacancy has arisen because of the promotion of the previous Headteacher.
Closing date: 23rd March 1987.
Possibility of help with temporary housing in approved cases.
A scheme of Disturbance Allowances is in operation.

Gravesend, Northcourt County Primary School,
Group 5 School Roll: 174 (Spring Term)
Special Unit Roll: 13
Nursery Roll: 80 (Part-time)
Required for September 1987, Headteacher for Northcourt County Primary School. The post has been vacant following the retirement of the previous Head.
Closing date: 23rd March 1987.
Possibility of help with temporary housing in approved cases.
A scheme of Disturbance Allowances is in operation.
Readvertisement: Previous applicants should indicate whether they wish to be re-considered.

Further details and application forms for the above posts may be obtained from The Area Education Officer, 132 Windmill Street, Gravesend, Kent. (Enclosing a large stamped addressed envelope please).

NORTH KENT AREA

For September, 1987.
Applications from well qualified and experienced candidates are invited for the following vacancies:-

Gillingham, Arden County Junior School
Group 5 Age Range 7-11 Current Roll 226
Gillingham, Richmond County Infant School
Group 4 Age Range 5-7 Current Roll 151
Both schools are situated in an urban area of Gillingham
Bobbing County Primary School
Group 1 Age Range 5-11 Current Roll 28
Situated in a rural area between Sittingbourne and the Medway Towns.

Assistance is available with removal and other related expenses in approved circumstances.
Application form and further details from the Area Education Officer, Mountbatten House, 28 Military Road, Chatham, Kent ME4 4JE to whom they should be returned by 20th March, 1987.

DEPUTY HEADSHIPS

MID KENT AREA

St. James' County Infant School, Chapman Way, East Malling, Maidstone, ME19 6SD
Group 3, required September 1987, Enthusiastic and experienced teacher with interest in curriculum development and special needs.
SAE for further details and application form to AED Astley House, Hastings Rd, Maidstone, Kent, returnable to Head Teacher.

SOUTH KENT AREA

Dymchurch CP School, New Hall Close, Dymchurch, Romney Marsh, Kent.
Required for September 1987, for this Group 5 school.
Closing date: 20th March 1987.
Re-advertisement, previous applicants will be considered.

SCALE 2 AND ABOVE

NORTH WEST KENT AREA

Shears Green CP Junior School, White Avenue, Northfleet, Kent. DA11 7JB.
Required as soon as possible, a suitably qualified and enthusiastic teacher for this scale 3 post with responsibility for maths and the use of computers throughout the school. The successful candidate will be expected to be part of the senior management team and contribute to curriculum development throughout the school.
Closing date: 23rd March 1987
Possibility of help with temporary housing in approved cases.

NORTH KENT AREA

Gillingham, Arden County Junior School, Cornwall Road, Gillingham, Kent, ME7 1LS
Required for September 1987 Scale 3 teacher with responsibility for Mathematics and Boys' Games an advantage. Visits to the school welcomed.
Closing date: 20th March 1987.
Gillingham, Dean Wood County Primary School (Infant Department)
Long Catlis Road, Wigmore, Gillingham, Kent ME8 9TX
Required for September 1987 a caring, well-organised teacher who has a sound understanding of the infant learning progression and relates this to a practical setting. Ability to take overall responsibility for Environmental Education and co-ordinate Topic Work throughout the school. Scale 2 appointment. Visits to the school welcomed.
Closing date: 20th March 1987

Gillingham, Featherby County Junior School, Chilham Road, Gillingham, Kent, ME8 6BT.
Required for September 1987 or earlier Scale 2 teacher with an interest in Science.
Closing date: 20th March 1987

Chatham, Glencoe County Primary School (Junior Dept) Glencoe Road, Chatham, Kent ME4 5QD
Required for September 1987 Scale 3(s) teacher in charge of Special Unit classes within main school. *Applicants should have experience* of pupils with special needs. The successful candidate will be expected to make a significant contribution to the Unit and main school's curriculum.

Gillingham, St. Thomas of Canterbury R.C. Primary School (Aided)
Romany Road, Rainham, Gillingham, Kent ME8 6JH
Required as soon as possible teacher for RE/PE and Games with either Science or Art and Craft. Scale 3 post available for suitably experienced applicants, otherwise Scale 2. Applicants must hold Catholic Teachers' Certificate.
Apply immediately with full c.v. and names/addresses of two referees.

WEST KENT AREA

Tonbridge Woodlands County Primary Junior School, Hunt Road, Tonbridge, Kent. TN10 4BB
2 Teachers required for September 1987 (Scale 2). Interest in Music or Physical Education (including games).
Closing date 17th April 1987.

SCALE 1

NORTH KENT AREA

Strood, English Martyrs' R.C. Primary School (Aided) Frindsbury Road, Strood, Rochester, Kent, ME2 4JA.
Required for September 1987 teacher for a Junior Class. Music and/or Football an advantage. Probationers welcome. Catholic Teacher's Certificate preferred. Closing date 23rd May, 1987.
Sheerness, St. Edward's R.C. Primary School (Aided) New Road, Sheerness, Kent, ME12 1BW.
Required for April 1987 teacher for a class of 2/3 year juniors. Art, Music or P.E. advantageous. (12779)

Unless otherwise stated, applications should be sent to the Head of the School concerned. (SAE please).

KENT County Council

PRIMARY HEADSHIPS
continued

HAMPSHIRE
The County Council pursues a policy of equality of opportunity. Applications are particularly welcome from teachers with disabilities.
CURDRIDGE COUNTY PRIMARY SCHOOL
Curdridge SO3 2DR
Headteacher required for this September 1987 Group 2 School.
Further details and application forms available from the Area Education Officer, Southgate House, St. Swithun Street, Winchester on receipt of a foolscap stamped addressed envelope. Closing date for receipt of completed application forms 20th March 1987.
Applicants who responded to an earlier advertisement should indicate whether they wish their application to be considered. (44281) 110010

HAMPSHIRE
BITTERNE MANOR FIRST AND MIDDLE SCHOOL
(5-12 years)
Required September Headteacher Group 4. We pursue a policy of equality of opportunity.
Applications are particularly welcome from people with disabilities.
S.A.E. for further details to Area Education Officer (SW/PH), Arundel Towers North, Portland Terrace, Southampton SO9 4XE. Closing date for completed applications 16th March. (44345) 110010

HEREFORD AND WORCESTER
COUNTY COUNCIL
HUNDERTON JUNIOR SCHOOL
Hunderton, Hereford HR2 7JF
Required from September, 1987 Headteacher for this Group 6 Junior School with 345 pupils on roll. Age range 7 to 11 years.
OFFENHAM C.E. FIRST SCHOOL
Main Street, Offenham, Evesham, Worcs. WR11 5RL
Required from September, 1987 Headteacher for this Group 2 First School with 58 pupils on roll. Age range 5 to 10 years.
Further details and application forms for either post are available from the County Education Officer (Ref. SSW/OJI), Education Offices, Castle Street, Worcester WR1 3AG, on receipt of a stamped addressed envelope.
Closing date 20th March, 1987. (35221) 110010

HERTFORDSHIRE
ST. CROSS R.C. J.M.I. SCHOOL
Upper Marsh Lane, Hoddesdon, Herts. EN11 8BW
Group 4
Appointment of HEADTEACHER
Required for September, 1987, an experienced and enthusiastic catholic teacher as HEAD of this well-established, one-form entry primary school.
London fringe allowance is included and help may be offered with relocation expenses.
Application forms and further details are available from, the Clerk to the Governors, c/o the School.
Closing date for application is 27th March, 1987.
(44530) 110010

HERTFORDSHIRE
BISHOP WOOD JUNIOR SCHOOL
Frogmore Street, Tring
Required from 1st September 1987, a HEADTEACHER (Group 4) for this thriving Church of England Aided School with 200+ on roll.
Prospective applicants are welcome to visit the school before making an application, for which forms can be obtained from the Divisional Education Officer, The Bury, Queensway, Hemel Hempstead, Herts. HP1 1UQ, to whom they should be returned as soon as possible. (s.a.e. please).
Closing date: 20th March, 1987. (44460) 110010

HERTFORDSHIRE
LEMSFORD ST JOHN'S (CE) SCHOOL
Church Hill, Lemsford, Welwyn Garden City
No. on roll: 57
Applications are invited from suitably experienced teachers for the HEADSHIP of this flourishing Group 2 Village School, from 1st September, 1987. Candidates should be communicant members of the Church of England and preferably have an interest in Music and Drama. Generous removal expenses and mortgage subsidy payments in approved cases.
Application forms and further details from: Divisional Education Officer, The Woodside Centre, The Commons, Welwyn Garden City AL7 4RZ. (sae please). (44884) 110010

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
TALGARTH C.P. SCHOOL
Talgarth
Required for September, 1987, a suitably qualified and experienced Headteacher for this Group 3 School. (Ref: 291).
Application forms and further particulars obtainable from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys, to whom completed forms should be returned by 20th March, 1987. (44466) 110010

DEPUTY HEADSHIPS

POST 1: SNETTISHAM COUNTY FIRST SCHOOL, Nr. Hunstanton (Group 2).

POST 2: STOKE FERRY VOLUNTARY CONTROLLED PRIMARY SCHOOL, Nr. Downham Market (Group 3)

Re-advertisement. Previous applications will automatically be re-considered.

Further details and application forms for both posts may be obtained by sending a stamped addressed foolscap envelope to the Area Education Officer, St. Margarets House, King's Lynn PE30 5DR. Closing date for applications: 20th March 1987.

Norfolk County Council

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

DEPUTY HEADSHIP

CROSS FARM COUNTY FIRST SCHOOL
Gresham Way, Frimley Green, Camberley GU16 6JB

Deputy Headteacher required for September 1987 for this Group 3 School which caters for pupils aged 5 - 8 years. The School is open plan and team teaching operates throughout the School. The estimated number on roll in January 1988 is 116.

Salary scale: £7,906 — £11,163 plus £309 Surrey Allowance.

Application forms and further details from: N W Area Education Office, 9 Heathside Road, Woking GU22 7EU (SAE please).

Readvertisement. Previous applicants will be considered and need not re-apply.

Closing date: 20 March 1987.

(12774)

HUMBERSIDE
EDUCATION COMMITTEE
Required for September, 1987
HEAD
for
NORTH FERRIBY C.E. (V.C.) PRIMARY SCHOOL
Church Road, North Ferriby, Brough HU14 3BZ
Group 5, N.O.R. 265, Age Range 5-11
Application forms and further particulars are available upon receipt of a large stamped addressed envelope, from the Director of Education, (H.Q. Staffing), County Hall, Beverley, North Humberside HU17 9BA to whom completed forms should be returned NOT LATER THAN FRIDAY, 20TH MARCH, 1987.
(44666) 110010

LIVERPOOL
EDUCATION COMMITTEE
HEAD TEACHER
Group 4 £12,720 - £14,175
ALDERWOOD CP JM SCHOOL (PD+SP)
Alderwood Avenue, Liverpool L24 2UE
Required for 1st September 1987.
Application forms obtainable from (SAE) and returnable to the Director of Education, Teaching Staff Section, 14 Sir Thomas Street, Liverpool L1 6BJ. Please quote P+M 859(s). Closing date: 16th March 1987.
Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (44964) 110010

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANFAES C.P. SCHOOL
Brecon
Required for September, 1987, a suitably qualified and experienced Headteacher for this Group 4 School. (Ref: 287).
Application forms and further particulars obtainable from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys (s.a.e. please) to whom completed forms should be returned by 20th March, 1987.
(44465) 110010

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
LITTLEMOOR COUNTY PRIMARY SCHOOL
Littlemoor Lane, Oldham
HEADTEACHER - Group 4
Required for September 1987.
The school is a one form entry primary school situated on the outskirts of the Metropolitan Borough.
The successful candidate will continue the successful development of a teamwork approach to primary education.
The school actively involves parents and enjoys excellent links with the local community.
Application forms/further details (large s.a.e.) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to him by 20th March.
An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (44492) 110010

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
THE LAKES NURSERY SCHOOL
Worsley Road, Swinton, Manchester M27 1WW
HEAD TEACHER - GROUP 2
Required from September, 1987 or earlier if possible.
Applications are invited for the post of Head Teacher at the above *Nursery School*.
Please send s.a.e. for application form and further particulars to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed applications should be returned by 20 March 1987. (35219) 110010

SOLIHULL
EDUCATION COMMITTEE
MARSTON GREEN JUNIOR SCHOOL
Station Road, Marston Green, Birmingham B37 7BA
Tel: 021 779 2227
(Group 4)
RE-ADVERTISEMENT
Required for September 1987, HEADTEACHER. Previous applicants remain under consideration.
Send S.A.E. to Acting Director of Education, P.O. Box 20, Council House, Solihull, West *Midlands* B91 3QU.
Closing Date: 30th March 1987 (noon). (44913) 110010

Deputy Headteacher
Group 4
MUSCHAMP INFANTS SCHOOL
Muschamp Road, Carshalton, Surrey.
To commence duties on 1 September 1987. The school has approximately 180 pupils on roll including 30 full time equivalent in one nursery class.

Deputy Headteacher
Group 4
ROUNDSHAW JUNIOR SCHOOL
Mollison Drive, Roundshaw, Wallington, Surrey.
To commence duties on 1 September 1987. There are approximately 160 pupils on roll.

Further particulars and application forms for both posts from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL (S.A.E. please). Tel: 01-661 5741 (24 hour answering service).

Closing date: 20th March 1987.

(12777)

LONDON BOROUGH OF SUTTON

Hounslow
An Equal Opportunity Employer

Applications are invited for the following DEPUTY HEADSHIPS with effect from 1 September 1987:

(i) **CHATSWORTH JUNIOR SCHOOL (Group 6)**
Heath Road, Hounslow TW3 2NW 01-560 6019
Headteacher: Mrs D E Lowday B.Ed., Dip Ed.

(ii) **STRAND-ON-THE-GREEN JUNIOR SCHOOL (Group 5)**
Thames Road, Chiswick W4 3NX 01-994 7647
Headteacher: Mr B G Mitchell B.A.

An experienced, able and enthusiastic teacher, is required, capable of playing a leading rôle in the professional development of staff within a school with a very varied range of pupils. An interest in management methods would be an advantage in order to help in consolidating the considerable amount of curriculum development which has been undertaken in recent years.

Interested applicants are requested to contact the Headteachers and to arrange to visit the schools, if possible.

Application forms are available from the Director of Education, Civic Centre, Lampton Rd, Hounslow TW3 4DN (Ref PA/EBA) to whom they should be returned by 20th March 1987

WE ARE AN EQUAL OPPORTUNITIES EMPLOYER

LONDON ALLOWANCE: £795

(14696)

WARWICKSHIRE
WESTGATE FIRST SCHOOL
Bowling Green Street, Warwick CV34 4DD
Applications are invited from suitably qualified and experienced teachers for the post of HEAD of this Group 4 school (206 on roll) with effect from 1st September 1987.
Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR (ref: SCH/JT) to whom completed forms should be returned by 20th March 1987.
Warwickshire is an equal opportunities employer. (44670) 110010

Deputy Headships
Second Masters/ Mistresses

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
WILLIAM FORD C. of E. JUNIOR SCHOOL
Ford Road, Dagenham, Essex RM10 9JS
Tel: 01-592 0076
Headteacher: Mrs. M. L. Huwes
Required for September 1987:
DEPUTY HEADTEACHER (Group 4) who is an experienced, versatile and enthusiastic teacher capable of making a significant contribution to a major curriculum area and with a particular interest in curriculum and staff development. The School Governors are seeking to appoint a committed Christian for this modern, semi open-plan Voluntary Aided Church School.
Salary Scale: £9,252 - £12,006 per annum. plus £1,215 per annum Inner London Allowance.
Vacancy due to promotion of present post holder.
Visits welcomed, please telephone Headteacher for appointment.
Reimbursement of removal expenses in approved cases.
Application form and further details (s.a.e. please) from Rev. D. Spratley, The Vicarage, Church Lane, Dagenham, Essex RM10 9UL to whom completed application forms should be returned. Closing date: 20th March 1987.
An equal opportunity employer. (02902) 110012

BEDFORDSHIRE
EDUCATION SERVICE
CALDECOTE LOWER SCHOOL
Manor Place, Caldecote, Biggleswade, *Beds.* SG18 9BL
Tel: Biggleswade 316206
Required for September 1987, a Deputy Head, Group 2.
The successful candidate should be an enthusiastic, experienced teacher able to make a major contribution to curriculum and staff development.
Application forms and further details from Headmaster, SAE please.
Closing date: 20th March 1987.
Bedfordshire is an Equal Opportunities Employer. (35042) 110012

BERKSHIRE
HUNGERFORD COUNTY PRIMARY SCHOOL
Fairview Road, Hungerford RG17 0BT
N.O.R. 310
Required for September 1987 a Deputy Head for this Group 5 Primary School. Applications are invited from enthusiastic and flexible teachers who are committed to developing a broad based integrated curriculum throughout the school.
For further details and application forms write to the Headteacher enclosing SAE. Visits to the school are welcome please contact the Headteacher Mrs S. Huxtable. Tel: Hungerford 82230.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
Closing date: 20th March, 1987.
An Equal Opportunity Employer. (44877) 110012

BERKSHIRE
WESTWOOD FARM COUNTY INFANT SCHOOL
Fullbrook Crescent, Tilehurst, Reading RG3 6RY
N.O.R. 165
Required for September 1987 Deputy Head Teacher for this Group 3 school. Applicants should be interested in cooperative teaching and committed to a whole school approach to the curriculum.
Please contact the Headteacher Mrs A.E. Pritchard for further details and to arrange a visit to the school. Tel: Reading 426113.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
Closing date: 30th March, 1987.
An Equal Opportunity Employer. (44843) 110012

DEPUTY HEADSHIP

TOTTENHALL INFANT SCHOOL,
Tottenhall Road, London N13.
Roll 256 Group 4

An energetic, enthusiastic teacher is required with the skills to help lead a lively team of teachers. Candidates must possess an understanding of the needs of a culturally and linguistically diverse community.

This is a re-advertisement, previous applicants will automatically be reconsidered.

London Allowance, £795.

Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms (large SAE) and further details obtainable from **Education Department, Establishment Section, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ. Closing date 20th March 1987.**

(14877)

London Borough of Enfield
An Equal Opportunity Employer

North Tyneside

EDUCATION COMMITTEE
Hadrian Park First School,
Addington Drive, Wallsend. NE28 9RT
DEPUTY HEADTEACHER
Group 6 Roll 402 plus Nursery Unit

Applications are invited from suitably qualified and experienced teachers for appointment from 1st September 1987 to the above-mentioned post.

Application forms and further details are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields, NE29 0HW to whom they should be returned within two weeks of the appearance of this advertisement.

It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status.

(12719)

PRIMARY DEPUTY HEADSHIPS
continued

BERKSHIRE
KINTBURY ST. MARY'S CE SCHOOL
Gainsborough Avenue, Kintbury, Nr Newbury RG15 0XN
Required for September 1987, a Deputy Headteacher (Group 4) to work with upper juniors. Visits to the school welcomed by prior appointment.
Further details and application forms from the Headmaster Mr T. Dillon please enclose S.A.E. Tel: Kintbury 58336.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
Closing date: 3rd April, 1987.
An Equal Opportunity Employer. (44881) 110012

BROMLEY
KEVINGTON PRIMARY SCHOOL
Sweep's Lane, St. Mary Cray, Kent BR5 4EP
Tel: 0689 28099
DEPUTY HEAD TEACHER - Group 4
Applications are invited from suitably qualified and experienced candidates for the above post which is tenable from September 1987.
You should state curriculum strengths and/or interests.
An application form and further details may be obtained by sending a large sae to the Director of Education, to whom completed forms should be returned by 19th March 1987. (35244) 110012

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
Beaconsfield/Chiltern Area
CHENIES COUNTY COMBINED SCHOOL
Chenies, Nr. Rickmansworth WD3 6ER
Tel: Chorleywood 2546
Deputy Head (Group 2) required with effect from September 1987.
Application form and further details available from and returnable to Education Officer, Council Offices, King George V Road, Amersham HP6 5BY, by 27.3.87.
(00899) 110012

CAMBRIDGESHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
PRIORY COUNTY JUNIOR SCHOOL
Galfrid Road, Cambridge CB5 8ND
DEPUTY HEADTEACHER (SCALE 5)
Required for September. Number on roll 269, (7-11). This opportunity exists for a lively enthusiastic and ambitious teacher with appropriate and wide classroom experience. The ability to offer a positive lead in curriculum development and school management would be ideally accompanied by an interest in direct experience learning and community involvement.
Application forms and further details available from the *Headteacher, Mr B.P. Jones*, (s.a.e. please). Closing date 20th March 1987. Informal visits welcome, please ring Cambridge 241531.
(44446) 110012

CAMBRIDGESHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SWAFFHAM PRIOR C.E. (C) COMMUNITY PRIMARY SCHOOL
Station Road, Swaffham Prior, Cambridge CB5 0LG
DEPUTY *HEADTEACHER* (GROUP 2).
Required from September, experienced and enthusiastic teacher, preferably with experience of both infants and juniors. Willingness to play a leading role in curriculum development and to be fully involved in the community life of the school essential.
Application form and details from the Headteacher (s.a.e. please). Closing date 20th March 1987.
(49957) 110012

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
NORBURY MANOR INFANTS SCHOOL
Abingdon Road, Norbury, London SW16
Tel: 01-764 1402
DEPUTY HEAD TEACHER
Applications are invited from imaginative, adaptable teachers who are able to make a significant contribution to management and curriculum development in this multicultural school. Preliminary visits to the school are welcome.
Please apply directly to the Head Teacher.
Salary: Deputy Head Group 4.
Tenable: 1st September 1987.
Closing date for applications 20th March 1987.
(02932) 110012

DEVON
COUNTY COUNCIL
[illegible]

CUMBRIA
ST. PATRICKS RC PRIMARY SCHOOL
Derwent Street, Workington CA14 2DZ
(VA mixed 4-11, NOR 155)
DEPUTY HEAD
Suitably qualified and experienced teacher required for Sept. 1987 for this Group 3 school. Practising Roman Catholic essential.
Application forms from the Director of Education, 5 Portland Square, Carlisle CA1 1PU (s.a.e. please). Returnable to the Rev. J. Macauley, The Priory, Banklands, Workington, Cumbria. *Closing date: 20th March* 1987. (35064) 110012

DORSET
ST. KATHARINE'S C.E. (AIDED) PRIMARY SCHOOL
Thornbury Road, Southbourne, Bournemouth *BH6 4HU*
(age range 5-8)
Required September 1987. Deputy Head Teacher Group 4.
The Governors seek a committed Christian, preferably a Communicant Anglican, who will play a major part in curriculum planning and share in the management of the whole school.
Application forms and details from the Staffing Officer, Education Office, Partman House, Richmond Hill, Bournemouth, Dorset BH2 6ER on receipt of an s.a.e., to be returned to the Chairman of the Governors, St Katharine's Vicarage, Wollaston Road, Southampton, Bournemouth BH6 4AR, by 20th March. (46487) 110012

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
PETER'S HILL PRIMARY SCHOOL
Peter's Hill Road, Amblecote, Brierley Hill, West Midlands DY5 2QH
Required September, 1987 SENIOR MASTER/MISTRESS (Group 7) to join senior management team of school.
Applications sought from experienced, innovative, energetic and committed teachers who have some knowledge of management and curriculum development.
Details/Application forms from and returnable to Headteacher by *20th* March. (44277) 110012

HAMPSHIRE
LOCKS HEATH ST JOHN'S C.E. CONTROLLED INFANT SCHOOL
Abshot Road, Titchfield Common, Fareham PO14 4NH
Required: September 1987
Number on roll: 165
DEPUTY HEADTEACHER - GROUP 3, for this rapidly expanding school. An enthusiastic, experienced and flexible teacher to take a positive role in curriculum/staff development, and to participate in the *management of the* school.
Further details and application forms from Headteacher on receipt of a stamped addressed envelope.
Closing date - 27th March 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(46198) 110012

HAMPSHIRE
GOSPORT, PEEL COMMON COUNTY JUNIOR SCHOOL
The Drive, Rowner, Gosport *PO12 1JX*
Required: September 1987
Number on roll: 150
DEPUTY HEADTEACHER - GROUP 4
Application form and further details from Headteacher on receipt of a stamped addressed envelope.
Closing date - 23rd March 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(48197) 110012

HAMPSHIRE
CROFTON, ANNE DALE COUNTY JUNIOR SCHOOL
Cuckoo Lane, Stubbington, Fareham PO14 3PH
Required: September 1987
Number on roll: 302
DEPUTY HEADTEACHER - GROUP 5
Application form and further details from Headteacher on receipt of a stamped addressed *envelope*.
Closing date - 20th March 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(48196) 110012

HAMPSHIRE
BROCKHURST COUNTY JUNIOR SCHOOL
Avery Lane, Gosport PO12 4SL
Required: September 1987
Number on roll: 218
DEPUTY HEADTEACHER - GROUP 5
Application form and further details from Headteacher on receipt of a stamped addressed envelope.
Closing date - 20th March 1987.
The County Council pursues a policy of equality of opportunity. [illegible]
(48195) [illegible]

HAMPSHIRE
FAREHAM, REDLANDS COUNTY PRIMARY SCHOOL
Redlands Lane, Fareham PO16 0UD
Required: September 1987
Number on roll: 250
DEPUTY HEADTEACHER - GROUP 4
Application form and further details from Headteacher on receipt of a stamped addressed envelope.
Closing date - 20th March 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from *people with disabilities*.
(48194) 110012

HAMPSHIRE
GREENFIELDS COUNTY JUNIOR SCHOOL
Green Lane, Hartley Wintney, Basingstoke, Hampshire
Group 4 school
N.O.R. 189
Required for September 1987. Deputy Head Teacher for this open-plan Junior School.
Closing date 20th March 1987.
We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities.
Letter of application enclosing c.v. direct to the school.
(44632) 110012

HAMPSHIRE
SOUTH EAST HANTS AREA
DENMEAD FIRST SCHOOL
Hambledon Road, Denmead, Portsmouth, Hants.
Tel: Waterlooville 262717
Apply Headteacher Mrs Robinson
Required September 1987 DEPUTY HEADTEACHER.
Salary Scale: Deputy Headteacher Group 4.
Closing date: 20th March 1987.
We pursue a policy of equality of opportunity. Applications are particularly invited *from people with disabilities.*
Please apply to Headteacher, enclosing s.a.e. for further details and application form. (44636) 110012

HAMPSHIRE
OATCOMBE PARK FIRST SCHOOL
St. Barbara Way, Portsmouth PO2 0UR
Required September 1987 DEPUTY HEADTEACHER - GROUP 3.
The County Council pursues a policy of equality of opportunity.
Applications particularly welcome from people with disabilities.
Application forms and further *details from the* Headteacher (sae please). Closing date 20th March 1987.
(44637) 110012

HAMPSHIRE
ARUNDEL COURT FIRST AND NURSERY SCHOOL
Northam Street, Portsmouth PO1 1JE
Required 1st September 1987. DEPUTY HEADTEACHER - GROUP 4 (plus social priority allowance).
Application forms and further details from the Headteacher (SAE please). Closing date 20th March 1987.
The County Council pursues a policy of equality of opportunity.
Applications particularly welcome from people with disabilities. (44638) 110012

HAMPSHIRE
RANVILLES COUNTY INFANT SCHOOL
Oldbury Way, Fareham, Hants. PO14 3BN
N.O.R. 180
Required September 1987 - DEPUTY HEADTEACHER - GROUP 4.
Application forms and further details from Headteacher on receipt of a s.a.e. Closing date 3rd April 1987.
The County Council pursues a policy of equality of opportunity.
Applications are particular*ly welcome from people with* disabilities. (44639) 110012

HAMPSHIRE
CROFTON HAMMOND COUNTY INFANT SCHOOL
Mancroft Avenue, Stubbington, Fareham, Hants. PO14 2DE
N.O.R. 159
Required September 1987 - DEPUTY HEADTEACHER - GROUP 3.
Application forms and further details from Headteacher on receipt of a s.a.e. Closing date 27th March 1987.
The County Council pursues a policy of equality of opportunity.
*Applications are particular*ly welcome from people with disabilities. (44640) 110012

HAMPSHIRE
BISHOPS WALTHAM COUNTY INFANT SCHOOL
School Hill, Bishops Waltham, Hampshire
Deputy Headteacher required for this Group 4 School from September 1987. New school building expected to be completed Autumn 1987.
Letter of application with full c.v. and names and addresses of two educational referees and s.a.e. to the Headteacher, from whom further details are available.
The County Council pursues *a policy of equality of opportunity*. Applications particularly welcome from people with disabilities.
(44628) 110012

HERTFORDSHIRE
GREENWAY FIRST SCHOOL
Crossways, Berkhamsted
Tel: Berkhamsted 6949
Deputy Head Group 4 required for September 1987. Enthusiastic and adaptable applicants are sought to work in this 5-9 First School. Visits are welcome. London Fringe Allowance payable.
Application forms and further details [illegible] Headmaster [illegible] 23rd [illegible]

HERTFORDSHIRE
BUSHEY HEALTH JM1 SCHOOL
The Rutts, Bushey Heath, Watford
Required September, DEPUTY HEAD Group 4, London fringe allowance £282.
Application form and further details from the Headmaster (please enclose s.a.e.) Closing date 27th March 1987.
(44662) 110012

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
PRIORY LANE INFANT SCHOOL
West Common Gardens, Scunthorpe
Head Teacher: Mrs M. Janney
No. on Roll: 200 - Group 4
Required for September, 1987 a well experienced and enthusiastic Infant teacher for the post of Deputy Head Teacher.
Application forms and further details may be obtained from the Head Teacher at the School (f.s.a.e. please), to whom completed forms should be returned no later than 16th March, 1987. (44667) 110012

KNOWSLEY
HUYTON QUARRY C.E. JUNIOR AND INFANT SCHOOL
Ellis Ashton Street, Huyton Quarry, Merseyside L36 6BH
(197 pupils on roll)
DEPUTY HEADTEACHER GROUP 4 REQUIRED FOR SEPTEMBER 1987
Applications are sought from experienced teachers, who are preferably committed christians.
Application forms are available (s.a.e.) from the Borough Education Office, Huyton Hey Road, Huyton, Merseyside L36 5YH, to be returned to the Rev J. Kiddle, St Gabriel's Vicarage, Seel Road, Huyton Quarry, *Merseyside L36, by 20th* March 1987. (44859) 110012

LINCOLNSHIRE
ST AUGUSTINE'S RC PRIMARY SCHOOL
Kesteven Road, Stamford PE9 1SR
Group 4, Roll 210
Deputy Head required for September 1987. Candidates should be experienced and enthusiastic teachers and be practising Roman Catholics, preferably holding CTC.
SAE to Head for form and details. Closing date 20th March 1987. (48465) 110012

LINCOLNSHIRE
WADDINGTON BRANT ROAD COUNTY PRIMARY SCHOOL
Redwood Drive, Brant Road, Lincoln LN5 9BN
Group 5, NOR 300
DEPUTY HEAD
Required for September 1987, an enthusiastic, imaginative and ambitious teacher to share with the newly appointed Head Teacher the organisation and development of the school. The successful candidate will be expected to assume responsibility for a major area of the curriculum, to play a *leading role in curriculum* and staff development and be committed to developing children's learning through relevant first hand experience.
SAE to Headteacher for form and details. Please quote ref. T288. Closing date 20 March, 1987.
(49960) 110012

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
MUNDESLEY FIRST SCHOOL
Trunch Road, Mundesley, Norfolk NR11 8LE
Group 3 age range 5-8 nor 125
RE-ADVERTISEMENT
Required for September 1987 Deputy Headteacher.
Application forms and further particulars (s.a.e please) obtainable from Area Educatoin Officer, Northern Area Office, Markert Street, North Walsham, Norfolk NR28 9BZ. Closing date 23rd March 1987.
Previous applicants will automatically be reconsi*dered. (44013)* 110012

NORTHAMPTONSHIRE
ISLIP ST NICHOLAS C'E PRIMARY SCHOOL
School Lane, Islip, Kettering, *Northants.* NN14 3LQ
APPOINTMENT OF DEPUTY HEAD - GROUP 2
Required for September 1987, an enthusiastic teacher as Deputy Head of this thriving village school. Applicants should be flexible in their approach and experience within the 5-9 age group would be an advantage. The post will carry responsibility for the development of either the maths or science curriculum.
Closing date - 20th March.
Details and application forms (s.a.e.) available from the County Education Officer (Ref. MH), Northampton, NN1 2HX.
Northamptonshire welcomes applications [illegible] 110012

REDBRIDGE
WANSTEAD CHURCH SCHOOL
Church path, Wanstead, London E11 2SS
Tel: 01-989 6001
Head: Mrs V.K. Birchall
Required for September 1987: Deputy Headteacher (Group 4).
Applications are invited from experienced and enthusiastic teachers, who should preferably be practising and communicant members of the Church of England. Wanstead Church is a Voluntary Aided one form entry primary school.
Application forms and further details are available from the Director of Educational Services, 255/259 High Road, Ilford, Essex IG1 1NN. (Tel: 478 3020, Ext. 3135).
Completed forms should be returned to: The Rector and Chairman of Governors, Father V.P. Bowen, c/o The Education Office, Lynton House, 255/259 High Road, Ilford, Essex IG1 1NN.
Closing Date: 20th March 1987.
(35125) 110012

REDBRIDGE
CLEVELAND JUNIOR SCHOOL
Cleveland Road, Ilford, Essex IG1 1EW
Tel: 01-478 3601
Head: G.E. Ballinger, B.Ed.
Required for September 1987: DEPUTY HEADTEACHER (GROUP 5).
Applications are invited for the post of Deputy Head in this Group 5 Social Priority Junior School.
This is a post for a teacher with initiative and resourcefulness, who is developing a career in education, is interested in children, their learning and curriculum development and who seeks a positive role in extending the educational life and organisation of the school.
The post attracts Outer London Allowance and Social Priority Schools Allowance: assistance with legal fees for house purchase and resettlement expenses where appropriate is payable in approved cases.
Application forms and further details are available from and returnable to the Director of Educational Services, 255-259 High Road, Ilford, Essex IG1 1NN (Tel: 01-478 3020, Ext. 3135).
Closing date: 20 March 1987. (35124) 110012

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
HOLY TRINITY C.E. PRIMARY SCHOOL
Carrington Road, Richmond, Surrey TW10 5AA
Tel: 01-940 2730
DEPUTY HEADTEACHER (GROUP 4) Plus £726 Outer *London Allowance*
Required for September 1987 an experienced and enthusiastic teacher for the post of Deputy Headteacher. The successful applicant will be sympathetic to the needs and all-round development of children in the complete 4-11 age range and will have a keen interest in general curriculum development. He/she will be responsible for at least one main curriculum area. Applicants must be committed Christians.
Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, *Twickenham TW1 3QS, to* whom completed forms should be returned by Friday 20th March 1987.
(44477) 110012

ROTHERHAM
METROPOLITAN BOROUGH
Rotherham is an Equal Opportunities Employer
DEPARTMENT OF EDUCATION
MALTBY LILLY HALL JUNIOR SCHOOL
Required for September, 1987.
DEPUTY HEAD TEACHER - GROUP 4.
Closing Date: 20th March, 1987.
Further particulars and *application forms from The* Director of Education, Norfolk House, Walker Place, Rotherham. If you have not received an acknowledgement within three weeks of the closing date you should assume that your application is unsuccessful.
[illegible] Personnel [illegible] Resources
(44496) 110012

ROTHERHAM
METROPOLITAN BOROUGH
Rotherham is an Equal Opportunities Employer
DEPARTMENT OF EDUCATION
WHISTON JUNIOR AND INFANT SCHOOL
Required for September, 1987 DEPUTY HEAD TEACHER - GROUP 4.
Closing Date: 20th March, 1987.
Further particulars and application forms from The Director of Education, Norfolk House, Walker Place, Rotherham. If you have not received an acknowledgement within three weeks of the closing date you should assume that your applications is unsuccessful.
G. Crane, Director of Personnel Resources.
(44495) 110012

SALFORD
EDUCATION DEPARTMENT
Readvertisement - Previous applicants will be considered without *further application*
GROSVENOR ROAD JUNIOR SCHOOL
Parkgate Drive, Swinton M27 1LN
Deputy Head Teacher Group 5
Required as soon as possible.
Applications are invited from suitably qualified and experience teachers.
Please send s.a.e. for *application form* and further details to the Chief Education Officer, Salford Education Department, Chapel Street M3 5LT to whom completed forms should be returned by 20 March 1987. (44981) 110012

SOMERSET
COUNTY COUNCIL
ST. CUTHBERT'S CE VC INFANTS SCHOOL
Wells
(NOR 163)
DEPUTY HEAD TEACHER (group 3)
For further information please see under the Somerset County Council composite advertisement. (44974) 110012

SUFFOLK
COUNTY COUNCIL
ALL SAINTS C. OF E. AIDED PRIMARY SCHOOL
Laxfield, Woodbridge IP13 8HD
5-11; Roll 84
Required for September 1987, Deputy Head (Group 2) for a class of Upper Infants/Lower Juniors, and to be responsible for Language Development throughout the school.
Applicants should be committed Christians and preferably Communicant Members of the *Church of* England.
Application forms and further details available from the Headteacher at the school concerned (s.a.e.) to whom they should be returned. (35334) 110012

WAKEFIELD
NORMANTON ST. JOHN'S R.C. J & I SCHOOL
(Group 3)
N.O.R. 133
DEPUTY HEADTEACHER
£7,905 - £11,163
Required as soon as possible a suitably qualified and experienced teacher for the post of Deputy Headteacher at St. John's R.C. *Primary School* Normanton. The successful candidate will be able to initiate and direct the organisation of the school and the curriculum of the school. An interest in the following subject areas would be an advantage: music, environmental studies, art and craft.
Application forms may be obtained from The Chief Education Officer, 8 Bond Street, Wakefield. Completed application forms to be returned to the Chairman of Governors, St. John's R.C. School, Beckbridge Lane, Normanton WF6 2HZ within three weeks of the appearance of this advertisement. 110012
(35201)

WEST SUSSEX
ST. MARGARET'S C.E. FIRST & MIDDLE SCHOOL
The Mardens, Ifield, Crawley
DEPUTY HEADTEACHER required for September 1987 for the Group 6 First and Middle School catering for children aged 8-12 years.
For further details and application form apply to ASO, Horsham, Goffs Park House, Horsham Road, Crawley, West Sussex [illegible] s.a.e. please. (44645) 110012

Scale 2 Posts and above

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER 1987
FOULDS J.M.I. SCHOOL
Byng Road, Barnet EN5 4NR
Roll: 297
Experienced Junior Class Teacher. Please state curriculum interests. Scale 2.
Removal expenses and separation allowances available.
Application forms (foolscap s.a.e.) obtainable from and returnable to the Head Teacher by 20th March 1987.
(49923) [illegible]

PRIMARY EDUCATION
continued

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER, 1987
HYDE J.M. SCHOOL
The Hyde, NW9 6LE
Roll: 196
Caring and enthusiastic teacher needed to join committed team. Please state curriculum interests. Scale 2.
Removal expenses and separation allowances available.
Application forms (foolscap s.a.e.) obtainable from and returnable to the Head Teacher by 20th March. 1987.
(49922) 110020

BROMLEY
MOTTINGHAM PRIMARY SCHOOL
Ravensworth Road, Mottingham, London SE9 4LW
Tel: 01-857 4181
From September 1987, a teacher of Environmental Studies with science. Scale 2 Infant age range initially. An interest in another area of the curriculum would be an advantage.
Application forms and further details available from/returnable to the Headteacher (large s.a.e.) by 17th March 1987. (35245) 110020

CAMBRIDGESHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HATTON PARK SCHOOL
Longstanton, Cambridge
ASSISTANT TEACHER
Required from September, experienced Teacher for Middle Infants or possibly Lower Juniors. A Scale 2 post available for an enthusiastic Pianist, to take charge of music throughout the school.
Further details and application *forms from Headmaster*, returnable by 20th March 1987. (44449) 110020

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
ELM ROAD COUNTY PRIMARY SCHOOL
Elm Road, Wisbech, Cambs., PE13 2TB
Tel: Wisbech 584591
Head Teacher: Mr. R.V.F. Molton
GROUP 4
Required for September, 1987:-
Teacher (Scale 2) for Reception Infants, who will take responsibility for an agreed area of the curriculum.
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date 20th March, 1987. (44014) 110020

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
RAMNOTH JUNIOR SCHOOL
Ramnoth Road, Wisbech, Cambs. PE13 2JB
Tel: Wisbech 583690
Headmaster: Mr P.W. Dexter
GROUP 5
Required for September, 1987:-
Scale 2 Teacher. Applicants may offer combinations from the following areas: Maths, Drama, Art Craft Display, Movement and Dance, Physical Education.
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date 16th March, 1987. (44784) 110020

CAMBRIDGESHIRE
EQUAL OPPORTUNITY EMPLOYER
ST. THOMAS MORE R.C. PRIMARY SCHOOL
Park Lane, Peterborough PE1 5JW
Tel: Peterborough 66005
Head Teacher: Mr M.W. Duggan
Group 6
Required for September, 1987:-
The Governors invite applications from enthusiastic and well qualified Primary teachers for the post of Science Co-ordinator - Scale 2. Vacancy due to promotion of the present postholder. Practising Catholic preferred.
Possible housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date for receipt of applications 20th March, 1987. (44836) 110020

ESSEX
ST JOHN'S CE PRIMARY SCHOOL
High Road, Buckhurst Hill
Tel: 01-504 2934
PRIMARY TEACHER SCALE 2
Teacher for Top Juniors required Summer or Autumn Term 1987. An enthusiastic teacher for top juniors responsible for mathematics curriculum. (Interest in computers, games and sports (including football)). [illegible] of two referees to the Head-teacher (foolscap sae please). [illegible] 110020

CAMBRIDGESHIRE
(Equal Opportunity Employer)
BURROWMOOR JM & I SCHOOL
Burrowmoor Road, March, Cambs. PE15 9RP
Tel: March 52330
Acting Headteacher: Mrs A.M. Harwin
GROUP 6
Required for September 1987:-
An experienced and enthusiastic Scale 2 teacher to co-ordinate mathematics throughout this primary school and to take responsibility for junior boys' games.
Further details and an *application form available* from the Acting Headteacher, at the above address (SAE).
Closing date 27th March 1987. (49947) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
GALLIARD PRIMARY SCHOOL
Galliard Road, Edmonton N9 7PE
Roll 488
Required September 1987, experienced teacher (Scale 2) to co-ordinate and lead the use of the Computer in all areas of the *curriculum*. The successful candidate will need to work closely with senior staff and initiate work to meet the needs of children with varied linguistic and cultural experiences.
London Allowance, £795.
Application forms (large SAE) obtainable from, and to be returned to, the Head Teacher. Closing date 20th March 1987.
An equal opportunity employer. (49920) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
GARFIELD PRIMARY SCHOOL
Springfield Rd., London N11 1RR
Roll 350 + Nursery
Required September 1987, an enthusiastic and experienced CLASS TEACHER with an interest in promoting the use of audio-visual aids and computers throughout the school. Scale 2 available.
London Allowance, £795.
Application forms and further details obtainable from, and to be returned to, the Head Teacher. Closing date 20th March 1987.
An equal opportunity employer. (49910) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
TOTTENHALL INFANT SCHOOL
Tottenhall Rd., London N13
Tel: 01-886 4128
Scale 2 Teacher - Nurture Group
Required as soon as possible, an experienced INFANT/NURSERY trained teacher with an interest in children with special problems to take charge of a *nurture group of 10* to 12 children in this multicultural school. The person appointed will be expected to work closely with the other members of staff and the educational psychologist attached to the school to facilitate reintergration. A full-time welfare assistant will be attached to the class. There will be some *in-service training* involved. Applicants are encouraged to approach the school for an informal visit.
London Allowance, £795.
Application forms, and details (large SAE) obtainable from and to be returned to, the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ. Closing date 20th March 1987.
An equal opportunity employer. (49909) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
RAGLAN INFANT SCHOOL
Raglan Road, Enfield, Middx. EN1 2RG
Roll 460
SCALE 3 MATHEMATICS (Temporary)
Required September 1987 to August 1988, an enthusiastic teacher. This post offers a valuable opportunity to gain experience in a large school.
London Allowance, £795.
Application forms (large SAE) obtainable from, and to be returned to, the Head Teacher at the school. *Closing* date 20th March 1987.
An equal opportunity employer. (49908) 110020

HAMPSHIRE
SCALE 2 - TEACHER IN CHARGE OF NURSERY UNIT
ARUNDEL COURT *FIRST* SCHOOL
See Nursery Education. (48200) 110020

HAMPSHIRE
CROFTON HAMMOND COUNTY INFANT SCHOOL
Mancroft Avenue, Stubbington, Fareham *PO14 2DE*
N.O.R. 160
Required September 1987 - Scale 2 - full time permanent teacher. Enthusiastic, versatile teacher required to take on responsibilities for developing a science curriculum within the school. Language development an advantage. Closing date *20th March*.
Applications in writing with full curriculum vitae, names/addresses of two educational referees to Headteacher - s.a.e. please.
The County Council pursues a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.
(35262) 110020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
ST SWITHUN WELLS RC SCHOOL
Hunters Hill, Ruislip HA4 9HS
Number on roll: 193
Headteacher: F. Johnson, B.Ed.
Infant Teacher required for September 1987. Scale 2 for co-ordinating Music or Science throughout the school. Applicants should be practising Roman Catholics.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 1UW (Tel: Uxbridge 50431) to be returned not later than Friday 20 March 1987.
Outer London Allowance Payable. (44841) 110020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
BOTWELL RC PRIMARY SCHOOL
Botwell Lane, Hayes, Middlesex UB3 2AB
Number on roll: 420
Headteacher: Miss A.P. Murphy
Required for May or September 1987, an experienced and well qualified teacher who is conversant with modern approaches to education. A Scale 2 post is available for a teacher capable of taking responsibility for games in this large primary school. Applicants should be practising Roman Catholics.
Application forms are available from the Director *of Education, Civic Centre*, Uxbridge, Middlesex UB8 1UW (Tel: Uxbridge 50431). These should be returned as soon as possible to the Chairman of Governors, Botwell RC School, Hayes.
Outer London Allowance Payable. (44840) 110020

BROMLEY
BLENHEIM JUNIOR SCHOOL
Blenheim Road, Orpington, Kent BR6 9BH
Tel: 0689 51343
For Summer Term or September 1987, an experienced teacher for a Scale Two post of responsibility for the development of Physical and Health Education.
Teachers must be willing to be fully involved in general school activities and be able to lead in curriculum work within their special area.
Visitors welcomed.
Details and application forms and returnable to the Head Teacher (large S.A.E.) by 20th March 1987.
Previous applicants will be considered. (35083) 110020

LINCOLNSHIRE
CHERRY WILLINGHAM COUNTY JUNIOR SCHOOL
Lime Grove, Cherry Willingham, Lincoln LN3 4BD
(Group 4 - Roll 125)
Scale 2
Required for September 1987, teacher able to work across the full junior age range using an integrated approach to learning. An interest in the cross-curricula use of computers would be an advantage, allied to a willingness to be involved in a wide variety of out-of-school activities.
SAE to Acting Head for form and details. (Ref. T276). Closing date 23rd March 1987. (44252) 110020

LINCOLNSHIRE
RUSKINGTON C.E. (CONT) PRIMARY SCHOOL
Chestnut Street, Ruskington, Sleaford NG34 9DL
(Group 5, Roll 233)
TEACHER
Required for September 1987 an experienced, enthusiastic and imaginative teacher to work an integrated day, initially with a class of Junior aged children. A scale 2 post is available to the successful candidate who will be expected to take a leading role *throughout the school in the* development of computer studies and to have a sound working knowledge of word processors and printers. A willingness to take responsibility for boy's physical activities would be an advantage.
SAE to Head for form and details (Ref. T286). Closing date 20 March. 1987.
(49961) 110020

NOTTINGHAMSHIRE
COUNTY COUNCIL
CHRIST CHURCH C.E. (AIDED) INFANT SCHOOL
Victoria Street, Newark, Notts. NG24 4UT
Roll: 122
INFANT (Scale 2)
An enthusiastic and experienced teacher is required for Easter to be responsible for the continued development of one or more of the following areas of the curriculum:- Creative activities, C.D.T., Computer wrk and/or Topic. Visits to the school welcomed.
Application forms and further details are available (s.a.e.) from the Head Teacher at the school.
An Equal Opportunity Employer. (02903) 110020

RICHMOND
UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
ENGLISH AS A SECOND LANGUAGE
APPOINTMENT OF AN ESTABLISHED PRIMARY PERIPATETIC TEACHER
(Scale 2 Plus £726 Outer London Allowance)
(See under 'ENGLISH AS A SECOND LANGUAGE'). (44475) 110020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
EAST SHEEN JM/I SCHOOL
Upper Richmond Road West, London SW14 8ED
Tel: 01-876 7484
SCALE 2 TEACHER Plus £726 Outer London Allowance
Required for September 1987, an established Scale 2 teacher to co-ordinate the curriculum area of art, craft, and display throughout the whole school.
Visits to the school are welcome by appointment *with the Headteacher.*
Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Friday 20th March 1987.
(44481) 110020

SUFFOLK
COUNTY COUNCIL
CAPEL ST MARY V.C.P. SCHOOL
The Street, Capel St Mary, Ipswich IP9 3EG
5-11, roll 403
Required September 1987, LANGUAGE CO-ORDINATOR Scale 3, to co-ordinate the Linguistic Area of the curriculum throughout the school.
Application forms and *further details obtainable* from the Head at the school, s.a.e. please, closing date 6th April 1987.
(35338) 110020

SURREY
EDUCATION COMMITTEE
ROYAL KENT CHURCH OF ENGLAND (CONTROLLED) FIRST AND MIDDLE SCHOOL
Oakshade Road, Oxshott, Surrey
Required from September 1987 an enthusiastic well organised scale 2 class teacher prepared to be curriculum leader in Physical Education throughout the primary school age range and to take responsibility for boys' games.
An interest in Craft, Design Technology would also be an advantage.
Application forms from: Area Education Officer, 7 Monument Hill, Weybridge, Surrey KT13 8RZ.
Tel: Weybridge 52811.
(49105) 110020

WEST SUSSEX
OUR LADY QUEEN OF HEAVEN R.C. FIRST SCHOOL
Hare Lane, Langley Green, Crawley
(233 on roll - 5-9 years age group)
The Governors are seeking to appoint for September 1987 a Maths Co-ordinator (Scale 2) who will be responsible for the development of all aspects of the subject throughout the school. Candidates must be experienced teachers and preferably practising Catholics.
Application form from Area Education Officer on receipt of s.a.e. to be returned to the Headteacher. (44646) 110020

Scale 1 Posts

AVON COUNTY
EASTON CE VA JUNIOR SCHOOL
Beaufort Street, Easton, Bristol BS5 0SQ
Required from 1st September 1987, a caring enthusiastic and well organised teacher with good primary practice to be responsible for boys' games.
Initiative and imagination welcome. You would be expected to be in sympathy with the christian ethos of this friendly, inner-city, multi-racial school.
Please state special curricular interests. Scale 2 available for suitable candidates.
Further details from and letters of application to the Headteacher immediately, giving full c.v. and names of two referees enclosing s.a.e.
Avon is an equal opportunities employer. (44969) 110022

BROMLEY
RAGLAN INFANT SCHOOL
Raglan Road, Bromley, Kent BR2 9NL
For April 1987 for one term only an experienced teacher for top year class, Scale 1. An interest in Home/School shared reading and/or Computer Work *across the curriculum* would be an advantage.
Further details and application forms available from/returnable to the Headteacher (large sae) by 17th March 1987. (35243) 110022

DEVON
ST MARGARET'S SCHOOL
Exeter
WOODARD SCHOOLS WESTERN DIVISION
Member of GSA
450 girls (Mainly day. 70 weekly boarders)
7-18
Required for September 1987 a fully qualified and enthusiastic class teacher for girls aged 8-9, to teach across the curriculum. An ability to teach Mathematics and/or Science through to age 11 an advantage but not an essential requirement.
Applications in writing with full C.V. and names and addresses of 3 referees to the Headmistress, St Margaret's School, Magdalen Road, Exeter, Devon. This is a Scale 1 Burnham appointment.
(44173) 110022

Required September, 1987

LOOKING FOR AN OPPORTUNITY TO FURTHER YOUR CAREER?

or

IN YOUR LAST YEAR TRAINING TO BE A PRIMARY TEACHER?

MAKE THE RIGHT CHOICE

Barnet has a lot to offer

A friendly, welcoming, and supportive Authority
Very favourable pupil – teacher ratios
High priority given to the early years of schooling
A lively teachers centre with a wide range of in-service training and social opportunities
Within easy reach of the heart of London
Bounded by beautiful countryside
London allowance payable

Nursery, Infant, and Junior posts available for experienced teachers (many with scale posts) and also for those about to start their career.

All this and more awaits you in Barnet. If you feel you might like to join us in September, 1987 and want to know more write today to:

Director of Educational Services, Town Hall, Friern Barnet, N11 3DL

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH barnet

AN EQUAL OPPORTUNITY EMPLOYER
Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of ethnic origin, sex or disability.

Waltham Forest

To assist in recruitment of teachers to this Authority a playgroup has been opened for 5 days a week during term-time from 8.30 a.m. – 4.30 p.m. providing for teachers children from 3-5 years of age.

Except where otherwise stated, application forms and further details are available from, and returnable to, the Head Teacher concerned.

Secondary

SCALE 1

CHAPEL END/WILLIAM FITT SCHOOL,
Chapel End Site, Roberts Road, Walthamstow E17 4IS
Head: Mr P Jose

Required for March 1987

Teacher of French, Scale 1 (plus Outer London Allowance) required in this Co-Educational comprehensive school for pupils aged 11-14 years (600 on roll).

An experienced teacher of French required to cover a Maternity Leave. The successful applicant would join a strong department and would be teaching classes from all three years and across the ability range. Ref: P74/646.

MUSIC CENTRE,
Queens Road, London E17 8QS
Senior String Teacher: Mr R Cracknell

Required for April

Violin Teacher, Scale 1 (plus Outer London Allowance). Applicants should be Burnham qualified, and possess a high level of performance. The teaching will be in both primary and secondary schools; ability to teach elementary viola and experience in taking string ensembles would be an advantage.

Application forms and further details from the Senior String Teacher.

Closing date: 17th March 1987. Ref: W8/656.

Primary

SCALE 1

BARCLAY JUNIOR SCHOOL,
Canterbury Road, Leyton E10 6EJ
Head: Mr J Cullis

Required for Easter 1987 (Summer Term 1987)

A Class Teacher for first year Juniors initially. An interest in resources would be an advantage.

Scale 1 plus Outer London Allowance. Ref: P4/648.

DOWNSELL INFANTS' SCHOOL,
Downsell Road, E17 2BS
Head: Miss S Brodie

Scale 1 plus Outer London Allowance and Social Priority Allowance.

Required for April 1987

Teacher required for top year Infants class in this open plan school. Ref: P23/649.

GWYN JONES PRIMARY SCHOOL,
Hainault Road, London E11 1EU
Head: Mrs J Thomas

Required for April

Temporary teacher for reception class, with the opportunity of permanent appointment. Application for part-time considered.

Scale 1 plus Outer London Allowance. Ref: P63/653.

ST. MARY'S R.C. JUNIOR SCHOOL,
Shernhall Street, E17
Head: Mrs M Faulkner

Waltham Forest is a multi-racial area and the Governors are anxious to ensure this is reflected in their workforce. They welcome applications from people regardless of ethnic origin, sex or disability.

Required for September 1987.

Teacher required with the ability to offer Art/Craft or Science. Possibility of Scale post for suitable candidate. The Governors are seeking to appoint a practising Catholic/Christian.

Scale 1 plus Outer London Allowance and Social Priority Allowance. Ref: P52/651.

WINNS PRIMARY SCHOOL,
Elphinstone Road, London E17
Head: Mr A Forrest

Required for Summer Term

Class Teacher for a Junior or Infant class.

Scale 1 plus Outer London Allowance. Ref: P61/650.

Special

SCALE 1

WALTHAM FOREST SCHOOL,
Faversham Avenue, Chingford E4
Head: Mr F Smith

Teacher Scale 1(s) (plus Outer London Allowance) required to teach basic skills in this large mixed secondary school for pupils with learning and behavioural difficulties. Age range 12-19 years.

A Scale 2(s) post may be available for a suitable candidate with a special interest/qualification in C.D.T.

Applications are welcome from primary, secondary, and newly qualified teachers.

PRIMARY EDUCATION
continued

CAMBRIDGESHIRE

(Equal Opportunity Employer)

PASTON RIDINGS INFANT SCHOOL
Paston Ridings,
Peterborough PE4 6XG

Tel: Peterborough 72742

Head Teacher: Mrs P.A. McFiggans

GROUP 3

Required for September, 1987:-

A suitably qualified and experienced teacher for a Scale 1 post. Possible housing assistance.

Visits are welcome.

Further details and application form available from the Head Teacher at the above address (s.a.e.). Closing date 20th March, 1987. (44016) 110022

ENFIELD
LONDON BOROUGH OF ENFIELD
ST. MICHAEL AT BOWES C.E. JUNIOR SCHOOL
Tottenhall Road, London N13 6JB
Roll 284
Class Teacher (Scale 1) required as soon as possible, or September 1987.
An interest in Multi-cultural education an advantage. Applicants must be in sympathy with the aims of a Church School.
Visits welcome.
Tel. No. 01-888 6100.
London Allowance £795.
Application forms (large SAE) obtainable from, and to be returned to, the Headteacher at the School. Closing date 20th March 1987.
An equal opportunity employer. (49905) 110022

HAVERING
LONDON BOROUGH OF HAVERING
ST URSULA'S INFANT SCHOOL
Straight Road, Romford RM3 7JS
(Roll 184)
Tel: Ingerbourne 45200
Headteacher: Mrs K. O'Connor, B.A.
Required from April 1987 a temporary teacher, Scale 1, to cover a maternity leave of absence for approximately one term and to work in the Reception area.
Application forms are available (sae please) from the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing date: 20th March 1987. (44650) 110022

HEREFORD AND WORCESTER
COUNTY COUNCIL

MARLBROOK PRIMARY SCHOOL
Stanberrow Road, Redhill, Hereford HR2 7NQ

Assistant Scale 1 required, September 1987, initially for older Infants, for this pleasantly situated Group 3 school.

Application forms and further details are available from the Headteacher. (S.A.E. please). (35222) 110022

HERTFORDSHIRE
TEMPLEWOOD JMI SCHOOL
Pentley Park, Welwyn Garden City
Required for September, 1987, two full-time teachers, Scale 1, + fringe allowance (£282), for an Infant and a Junior class.
An interest in music would be an advantage for one of the posts.
Generous removal expenses, including mortgage subsidy payments in approved cases.
Application forms available from the Head at the School (sae please). (35059) 110022

HERTFORDSHIRE
WILLIAM RANSOM JMI. SCHOOL
Stuart Drive, Hitchin, Herts.
Tel: Hitchin 53818
Head: Mr P.J. Mulot
Required for September 1987, a highly motivated teacher. It would be seen as desirable if candidates had experience of teaching a wide range of primary age children. There will be an opportunity to have a close involvement with a curriculum or organisational aspect of school life. An interest in one of the following would be an advantage: Art and Craft/Display, Resources, P.E. and Games (Boys and/or Girls), Maths.
As part of our team the successful candidate would need to have a willingness and ability to take a full and active part in all aspects of school life. All applicants are urged to visit schools.
Please apply by letter to the Headmaster, enclosing curriculum vitae, names and addresses of two referees (with daytime telephone numbers) and a stamped addressed envelope. (35055) 110022

HERTFORDSHIRE
FLAMSTEAD END INFANTS SCHOOL
Longfield Lane, Cheshunt, Waltham Cross, Herts. EN7 6AG
Required September 1st, 1987.
An enthusiastic Infant Teacher (Scale 1) committed to a child centred approach.
Application by letter (stating the names and addresses of two referees) to the Head Teacher, Mrs M. Wardaya. Visits welcomed. Telephone No. Waltham Cross (0992) 29343. (35054) 110022

HOUNSLOW
VICTORIA JUNIOR SCHOOL
Victoria Road, Feltham, Middlesex
Tel: 01-890 9624
Headteacher: Miss A.D. Yorke
Wanted from 24th April 1987
Experienced teacher interested in modern methods and able to lead a team of four classes of vertically grouped 1st and 2nd year Juniors. An interest in language, the ability to use the computer and an interest in Infant/Junior liaison would be an advantage. A scale II post available for suitable applicant.
Application forms are available from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN (Ref PA/EBA) to whom they should be returned within 14 days.
LONDON ALLOWANCE: £795.
WE ARE AN EQUAL OPPORTUNITIES EMPLOYER. (44937) 110022

BROMLEY
TUBBENDEN JUNIOR SCHOOL
Sandybury, Orpington, Kent BR6 9SD
Tel: 0689 56029
For September 1987, an enthusiastic primary teacher, Scale 1. You should be prepared to take a full part in the life of the school.
Application forms and further details available from/returnable to the Headteacher (sae please) by 17th March 1987. (35233) 110022

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
THE MOUNT PRIMARY SCHOOL
Dickerage Lane, New Malden, Surrey KT3 3RZ
Tel: 01-942 5154
No. on roll: 380
Required for 27th April 1987 a primary trained teacher initially for a Middle Infants Class.
Scale 1 post. London Allowance £795.
Application forms are available from the Director of Education and Recreation, Guildhall, Kingston Upon Thames KT1 1EU (s.a.e. please). Completed forms should be returned to the HEADMASTER at the School no later than Friday 20th March 1987.
An Equal Opportunity Employer. (46499) 110022

LONDON N19
ST. JOHN'S UPPER HOLLOWAY C.E. PRIMARY SCHOOL
Pemberton Gardens, London N19 5RR
Tel: 01-272 2780
Required from April 1987.
Scale 1 teacher to take responsibility for a nursery class comprising of full and part-time pupils. Applicants should be in sympathy with the aims of a church school.
Further particulars are available from the Head Teacher at the above address. Please include a stamped addressed envelope. Visits are welcome. (44772) 110022

Barking & Dagenham
LONDON BOROUGH

APPOINTMENT OF NEWLY QUALIFIED TEACHERS

The London Borough of Barking and Dagenham will have a number of Scale 1 vacancies in primary schools for students who complete their courses this year and who will be seeking posts for September 1987.

Situated on the North Bank of the Thames, a few miles to the east of Central London we are conveniently located for the City and West End within accessible distance of the Essex countryside and coast. Our schools are well maintained and well equipped and there is a flourishing Teachers' Centre. The Authority pays special attention to in-service training.

Among the many benefits we can offer are:

* 100% removal expenses payable to teachers moving to the area to take up permanent appointments.
* special consideration for temporary Council accommodation (for up to a year).
* £1215 per annum Inner London Allowance.

Applications should be made as soon as possible.

PRIMARY TEACHING VACANCIES

A number of Scale 1 vacancies exist as from April 1987 or sooner if possible. Applications are welcome from newly qualified or more experienced teachers, possibly those wishing to re-enter the profession after a period of absence. Temporary or permanent posts available.

£1215 per annum Inner London Allowance.

Application forms from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.), returnable as soon as possible.

An equal opportunity employer.

MANCHESTER
ST. BEDE'S COLLEGE
See display advertisement under Preparatory Schools. (35401) 110022

MERTON
LONDON BOROUGH OF MERTON

EDUCATION COMMITTEE

MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER

All applications will be considered on their merits

ST. TERESA'S R.C. PRIMARY SCHOOL
Montacute Road, Morden, Surrey SM4 6RL

Tel: 01-648 1846

Head Teacher: Sister St. Joseph

Age Range: 3-9 years

No. on Roll: 202 F.E.

Required for April 1987, an enthusiastic and adaptable Scale 1 Teacher with an interest in the lower primary age. (Applicants should be practising Catholics).

CLOSING DATE: 1st April, 1987.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (44469) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An Equal Opportunity Employer)

HOLY TRINITY C.E. PRIMARY SCHOOL
Carrington Road, Richmond, Surrey TW10 5AA

Tel: 01-940 2730

UNESTABLISHED SCALE 1 TEACHER Plus £726 Outer London Allowance

Required for the summer term 1987, an experienced and enthusiastic infant teacher for top infants. Initially a one term contract pending the appointment of a new Deputy Head.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Friday 20th March 1987. (44485) 110022

STAFFORDSHIRE
NEWCASTLE-UNDER-LYME SCHOOL
PREPARATORY DEPARTMENT
QUALIFIED JUNIOR SCHOOL TEACHER
See Preparatory Schools other than by subjects. (44927) 110022

PRIMARY AND SPECIAL SCHOOLS NEWLY QUALIFIED TEACHERS

FOR SEPTEMBER 1987

The London Borough of Havering is seeking to appoint as in former years, first class NEWLY QUALIFIED teachers to work mainly, in its primary, but also in its special schools (moderate and severe learning difficulties), with effect from 1st September 1987.

Applications are invited from well qualified and enthusiastic teachers who are seeking the opportunity to work for a lively and caring Education Authority and to play an active role in the education service it provides.

Havering offers excellent professional support for its teachers at all stages of their careers, including on average over 100 in-service courses each term. In addition, NEWLY QUALIFIED teachers are released from their teaching commitments for one session per week to enable them to receive special in-service training as part of the support provided for them by the Authority in their probationary period.

Havering, one of the largest London Boroughs, is well placed on the edge of the Essex countryside and yet within easy reach of London, and all its facilities, to which there is easy access via public transport, both road and rail.

London Weighting £795 per annum.

Havering

Application forms are available (see please) from the Director of Educational Services (Ref: STAFFING/NQ), Mercury House, Mercury Gardens, Romford, RM1 3DR.

(13268)

CYNGOR SIR DYFED COUNTY COUNCIL

CYNGOR SIR DYFED

Yn eisiau cyn gynted ag sy'n bosibl.

1. YSGOL WIRFODDOL DAN GYMORTH, PENBOYR, FELINDRE (Grwp 3).

Gwahoddir ceisiadau oddi wrth athrawon profiadol am swydd athro/athrawes (Graddfa 1) i fod yn gyfrifol am ddosbarth Babanod Hyn/Safon 1. Rhaid iddo/iddi fedru dysgu drwy gyfrwng y Gymraeg a'r Saesneg ac hefyd fod yn aelod gweithredol o'r Eglwys yng Nghymru. Mae'n rhaid i Offeiriad Plwyf yr ymgeisydd fod yn un o'r canolwyr.

Gellir cael ffurflenni cais ar dderbyn amlen yn dwyn cyfeiriad a stamp oddi wrth y Swyddog Addysg Rhanbarthol, Swyddfa Addysg Ranbarthol, 1 Heol Penlan, Caerfyrddin. Ceisiadau i'w dychwelyd erbyn 19eg Mawrth, 1987.

(12753)

Headship

Diocese of St Edmundsbury and Ipswich
St James C of E Aided Middle School
The Vinefields, Bury St Edmunds, IP33 1YB

Group 6 Ages 9-13 Number on roll: 480

Applications are invited from suitably qualified and experienced communicant members of the Church of England for the post of Headteacher.

This thriving middle school serves a small local catchment area and a wider denominational area in West Suffolk.

The school has close links with St Edmundsbury Cathedral and is situated in Bury St Edmunds overlooking the famous Abbey ruins and gardens.

The appointment will date from the beginning of the Autumn Term 1987 or, if appropriate, the beginning of the Spring Term 1988.

Previous applicants who wish to have their applications reconsidered must please write to this effect.

Application forms and further particulars are available from the Clerk to the Governors, Cathedral Office, Angel Hill, Bury St Edmunds, IP33 1LS, to whom completed applications should be returned by 20th March 1987.

(12784)

Suffolk County Council

PRIMARY EDUCATION
continued

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An Equal Opportunity Employer)

MORTLAKE GREEN JM/I SCHOOL
Lower Richmond Road, Mortlake, London SW14 7HJ

Tel: 01-876 7118

UNESTABLISHED SCALE 1 TEACHER Plus £726 Outer London Allowance

Required for the Summer term 1987, or as soon as possible, a caring, imaginative, well-organised Scale 1 teacher, initially for Lower Juniors/Top Infants, with the ability and enthusiasm to develop Music throughout the primary age-range. Ability to play the piano essential.

Applicants are welcome to visit the school by prior arrangement with the Headteacher.

Forms (s.a.e. please) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Friday 20th March 1987. (44479) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An Equal Opportunity Employer)

WESTFIELDS JM/I SCHOOL
Westfields Avenue, Barnes SW13 0AZ

Tel: 01-876 7358

SCALE 1 TEACHER Plus £726 Outer London Allowance

Required for the summer term only, an unestablished full-time teacher for a middle infant class.

Visits to the school are welcome by appointment with the Headteacher.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Friday 20th March 1987. (44482) 110022

ROTHERHAM
METROPOLITAN BOROUGH

Rotherham is an Equal Opportunities Employer

DEPARTMENT OF EDUCATION

WEST MELTON JUNIOR AND INFANT SCHOOL

Required for September, 1987.

TEACHER - SCALE 1 + S.P.A.

Required to teach Juniors.

Closing Date: 20th March, 1987.

Applications by letter enclosing full curriculum vitae and the names and addresses of two persons for reference to The Director of Education, Norfolk House, Walker Place, Rotherham. If you have not received an acknowledgement within three weeks of the closing date you should assume that your application is unsuccessful.

G. Crane, Director of Personnel Resources. (44497) 110022

SALFORD
EDUCATION DEPARTMENT
BEECH STREET PRIMARY SCHOOL
Winton, Eccles, Manchester M30 8GB
ASSISTANT TEACHER SCALE 1
Required for Easter or as soon as possible thereafter.
Applications are invited from suitably qualified and experienced teachers for the above post which will be in the Junior Department.
Please send s.a.e. for application form to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed forms should be returned by 20 March 1987. (35220) 110022

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
ST. PETER'S C.E. PRIMARY SCHOOL
Vicarage Road, Swinton M27 3WA
SCALE 1 ASSISTANT TEACHER
Required for the beginning of the Summer Term, or as soon as possible thereafter, in the Infant Department.
Applicants are invited from suitably qualified and experienced teachers for the above post.
Please send s.a.e. for application form to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT and return, after completion, to the Reverend A. Watson, The Rectory, Partington Lane, Swinton, Manchester M27 3NA. Closing date: 20 March 1987. (35217) 110022

SURREY
Wanted in September, 1987 a young, enthusiastic, qualified infant trained teacher. Full-time.
Please apply with c.v. to The Headmistress, Glenesk School, Ockham Road North, East Horsley, Surrey, KT24 6NS. (44968) 110022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of ethnic origin, sex or disability
BARCLAY JUNIOR
Canterbury Road, Leyton E10 6EJ
Head: Mr J. Cullis
Required for Easter 1987 (Summer Term 1987)
A Class Teacher for first year Juniors initially. An interest in resources would be an advantage.
SCALE 1 plus Outer London Allowance.
Application form (and further details) available from and returnable to the Head Teacher.
To assist in recruitment of teachers to this Authority a playgroup has been opened for 5 days a week during term-time from 8.30 a.m. 4.30 p.m. providing for teachers children from 3-5 years of age. Ref: P4/648. (44914) 110022

WEST SUSSEX
INFANT TEACHER
MILLAND & RAKE C.E. (CONT.) FIRST SCHOOL
(Group 1)
Salary Scale 1
Required April 1987 Scale 1 Teacher of Infants. This post is permanent/temporary subject to the availability of suitable applicants.
Application form and further details available from Headteacher, Milland & Rake C.E. (Cont.) First School, Rake, Liss, Hants. GU33 7JH. (s.a.e. please). (44961) 110022

WILTSHIRE

WHITEPARISH ALL SAINTS C.E. PRIMARY SCHOOL
Common Road, Whiteparish, Salisbury SP5 2SU

Required from September, 1987 a Lower Junior Teacher for this Village School.

An enthusiastic forward looking teacher is sought, preferably with particular expertise in Art & Craft.

Further details and application form available from and returnable to the Headmaster, All Saints C.E. Aided Primary School, Whiteparish, Salisbury SP5 2SU by the 17th March, 1987 (SAE please).

AN EQUAL OPPORTUNITY EMPLOYER. (35229) 110022

Middle School Education

By Subject Classification

Craft, Design & Technology

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
SHEERNESS, DANLEY MIDDLE SCHOOL
Halfway Road, Sheerness, Kent ME12 3AU
Required September 1987 or earlier Scale 2 CDT teacher required to teach throughout the school. The school has good facilities and the successful applicant will continue the development of the subject.
Application forms and further details from the Headteacher (s.a.e. please). (46491) 122120

English

Scale 2 Posts and above

SUFFOLK
COUNTY COUNCIL

ELM TREE MIDDLE SCHOOL
Ranworth Avenue, Lowestoft NR33 9HQ

9-13, 438 pupils

Required for the Autumn Term 1987, a lively imaginative English Co-ordinator, Scale 2, for a key position in this 9-13 Middle School.

Applicants should be committed to an active learning approach and be prepared to play a full part in the life of the school.

Application forms and further details available from the Headteacher at the school concerned (s.a.e.) to whom they should be returned. (35335) 122420

Physical Education

Scale 1 Posts

LONDON SE21
OAKFIELD PREPARATORY SCHOOL
Please see main advert under Preparatory Schools. Other Assistants. (44518) 124222

Science

Scale 2 Posts and above

CROYDON
TRINITY SCHOOL
Croydon
MIDDLE SCHOOL SCIENCE TEACHER
Required for September 1987 - See under Independent Schools. (35307) 124820

Harrow Education

PRIMARY AND SECONDARY

AN EQUAL OPPORTUNITY EMPLOYER

AYLWARD FIRST + MIDDLE SCHOOL — SCALE 1
Pangbourne Drive, Stanmore, HA7 4RE. 01-958 9202.
Required for Summer Term only — Class teacher for 7-8 year olds.

GRANGE FIRST SCHOOL — SCALE 1
Welbeck Road, South Harrow, Middlesex HA2 0RJ.
01-422 5054.
Enthusiastic Scale 1 class teacher needed for a reception class for September 1987, but must be prepared to teach throughout the 5-8 year age range.
Required from April 1987, for one term, a temporary Scale 1 teacher to take reception class.
.5 Support teacher for special needs wanted for September 1987 for groups and some class work within the 5-8 age range.

KENMORE PARK FIRST SCHOOL — SCALE 1
Moorhouse Road, Kenton, Harrow, Middlesex HA3 9JA.
01-204 8759.
Required for April 1987 an enthusiastic teacher with an understanding of modern primary practice and a sympathy with the multi-cultural ethos of this First School. The initial appointment would be for a reception class but the successful candidate should be prepared to teach across the age range 4-8 years. An ability to offer music could be an advantage.

PINNER WOOD MIDDLE — SCALE 1
Latimer Gardens, Pinner, Middx. HA5 3RA.
01-866 2125
Required for 1st June 1987, a capable and enthusiastic teacher to take a mixed ability eleventh year class. A temporary post, to cover maternity leave.

PRIESTMEAD MIDDLE SCHOOL — SCALE 1
Hartford Avenue, Kenton, Harrow, Middx HA3 8SZ.
01-907 2768.
Required, April/September, a suitably qualified class-teacher (Scale 1), able to teach all the usual Primary School subjects, and to undertake some specialist teaching in Art/Craft and responsibility for Display. Previous experience an advantage, but not essential.

ROXBOURNE FIRST SCHOOL — SCALE 2
Torbay Road, South Harrow, HA2 9QP.
01-422 9207.
Scale Two Post
An enthusiastic teacher, with experience throughout the age-range (5-8 yrs.) is required for the September Term 1987. A Scale 2 post is available for suitable applicants. Please state your interests. Visits most welcome — please telephone for an appointment.

BENTLEY WOOD HIGH SCHOOL — SCALE 1
Bridges Road, Stanmore, Middx. HA7 3NA. 01-954 3623
Required for September (or April) well qualified Scale 1 teacher of Games to join the Physical Education Department of this comprehensive for 720 girls aged 12 to 16 on a pleasant, Green Belt site with excellent facilities for field sports and a good gymnasium.

BENTLEY WOOD HIGH SCHOOL — SCALE 2
Bridges Road, Stanmore, Middx. HA7 3NA. 01-954 3623
Required for September or earlier, teacher in charge of Typewriting and Office Skills to Pitman and RSA, and of Business Studies GCSE as part of a TVEI package. A suitably experienced person could become Head of Department Scale 2, but a probationer would receive a good induction from the senior members of staff already involved in the course.

ROOKS HEATH HIGH SCHOOL — SCALE 2
Eastcote Lane, South Harrow, Middx. HA2 9AG.
01-422 4675
Experienced teacher required to join a team of learning-support staff who are developing strategies to provide for Special Educational Needs across the curriculum. Pupils are assisted by withdrawal to a Support Unit and by collaborative teaching in the classroom. This is a temporary post to cover a period of Maternity Leave from May 22nd 1987. This a popular 12-16 mixed school with considerable parental support. A Scale 2 post would be available for a suitably qualified and experienced candidate.

ST. DOMINIC'S SIXTH FORM COLLEGE — SCALE 2J
Mount Park Avenue, Harrow-on-the-Hill, Middx. HA1 3HX
01-422 8084
There is a vacancy for September 1987 for a Scale 2 teacher of TYPING/OFFICE SKILLS for a range of vocational courses. Ideally candidates should be able to offer audio-typing and word processing, and contribute to communications skills and office practice courses. This is a full time post, but part time applications will also be considered.
There are vacancies for September 1987 for fully qualified and experienced A level teachers of: COMPUTING/INFORMATION TECHNOLOGY · GERMAN · HISTORY · MATHEMATICS.
These are Scale 2 appointments, but good graduates completing their PGCE in July 1987 would be considered at Scale 1.
The Governors will appoint teachers who would be able and willing to make an active contribution to the Christian ethos of the College. All full time teachers share the tutorial/pastoral work.

Unless otherwise stated application forms from, and to be returned to the Head Teacher by 20th March 1987 enclosing s.a.e. Outer London Allowance payable.

(12762)

MIDDLE SCHOOL EDUCATION
continued

Other than by Subject Classification

Scale 2 Posts and above

SOMERSET
COUNTY COUNCIL
MINEHEAD MIDDLE SCHOOL
Minehead
(9-13 Mixed Middle School, NOR 460)
HEAD OF THIRD YEAR, SCALE 3
(For further information please see under the Somerset County Council composite advertisement).
(44975) 125620

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NEW ASH GREEN MIDDLE SCHOOL
Ash Road, New Ash Green, Nr. Dartford, Kent DA3 8JZ
Scale 2 post - required a member of the Humanities Team with special responsibility for Religious Education and History for September 1987, in this large purpose built middle school for pupils 9-13 years. Group 7.
Application forms and further details are available from the Headmistress Miss K.M. Knowles at the school, please enclose s.a.e.
Closing date 23.3.87.
Possibility of help with temporary housing in approved cases. (35312) 125620

SUFFOLK
COUNTY COUNCIL
SCALTBACK MIDDLE SCHOOL
Newmarket
Mixed Comprehensive 9-13, 350 on roll

Required September 1987, a suitably experienced teacher to act as Design Co-ordinator (Scale 2) in this purpose-built school. A general interest in work with a variety of materials and a more specialised interest in Art and C.D.T. or Home Economics is desirable.

Application forms and further details obtainable (stamped addressed envelopes, please) from the Headmaster, Scaltback Middle School, Elizabeth Avenue, Newmarket CB8 0DJ. (35333) 125620

Scale 1 Posts

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NEW ASH GREEN MIDDLE SCHOOL
Ash Road, New Ash Road, Nr. Dartford, Kent DA3 8JZ
A scale 1 general class teacher is required for this modern purpose built Middle School. The vacancy is for September 1st, 1987 and is a permanent full time position. Please give details of particular expertise. The post is suitable for Primary, Secondary or Middle school trained teachers.
Please send for details to Miss K.M. Knowles (Headmistress) at the school.
Closing date: 23.3.87.
Possibility of help with temporary housing in approved cases.

NORTH KENT AREA
SHEERNESS, DANLEY MIDDLE SCHOOL
Halfway Road, Sheerness, kent ME12 3AU
Due to staff promotions there are vacancies for, a First Year General Studies/Class Teacher, Scale 1, and a Third Year General Studies/Class Teacher, Scale 1.
In either of the above posts an interest in one of the following would be an advantage:- Art, French, Mathematics or Games.
Applications welcomed from experienced or newly qualified teachers.
Application form and further details from the Headteacher (S.A.E. please). (35313) 125622

HERTFORDSHIRE
HILLSIDE UPPER SCHOOL
Hillside Avenue, Boreham Wood WD6 1HN
No. on roll: 419 (13 to 19)

Applications are invited from suitably experienced teachers for the Headship of this Group 9 mixed all-ability School from September 1987.

Removal expenses of up to £4,000 are payable in approved cases and a mortgage subsidy scheme is also in operation.

Further details and application form from: The Divisional Education Officer, Elstree Way, Borehem Wood WD6 1LA (sae please).
(44872) 130010

SUFFOLK
COUNTY COUNCIL
ST JAMES C OF E AIDED MIDDLE SCHOOL
HEADTEACHER
See Middle School Headships.
(49114) 130010

NORFOLK
COUNTY COUNCIL
HEAD
required for
ROSEMARY MUSKER COUNTY HIGH SCHOOL
Thetford
(Group 9)

Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL.

Closing date for applications 20th March, 1987.
(35340) 130015

OXFORDSHIRE
COUNTY COUNCIL
CARTERTON COMPREHENSIVE SCHOOL
Upavon Way, Carterton, Oxford OX8 3BU
Required for September 1987 a Headteacher for this group 9 comprehensive school.
Application forms and further details available from the Chief Education Officer, Macclesfield House (Ref. BT), New Road, Oxford OX1 1NA.
An equal opportunity employer. (46492) 130010

Secondary Education

Headships

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HATTERS LANE COUNTY SECONDARY SCHOOL
Hatters Lane, High Wycombe HP13 7NQ
APPOINTMENT OF HEADTEACHER
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 10 school, for appointment from September 1987.
Application forms and further details available from the Area Education Office, Thame House, 9 Castle Street, High Wycombe, Bucks. Closing date 20.3.87. (00896) 130010

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 71.
(44921) 130010

DORSET
Required from September 1987
HEADTEACHER
FOR THE BUDMOUTH COMPREHENSIVE SCHOOL
Chickerell Road, Weymouth
(11-16)
GROUP 10 (+ Special Allowance Group 12)
Established in September 1985 on the re-organisation of Secondary Education in the area.
For further details and application forms to be returned by 20 March 1987 send foolscap sae to Education Staffing Officer, County Hall, Dorchester DT1 1XJ. (46483) 130010

HAMPSHIRE
(PORTSMOUTH AREA)
ST. LUKE'S C.E. (AIDED) SCHOOL
12-16 Comprehensive mixed. 675 on roll
The Governors invite applications from well qualified and appropriately experienced practising Christians for the post of HEADTEACHER - GROUP 9 for September 1987.
The County Council pursues a policy of equality of opportunity.
Applications particularly welcome from people with disabilities.
Application forms and further details (SAE please) available from the Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2BJ. Closing date 20th March 1987. (00868) 130010

HAMPSHIRE
PRIESTLANDS COMPREHENSIVE SCHOOL
North Street, Pennington, Lymington SO41 8F2
N.O.R. 860 approx.
HEADTEACHER, Group 10 School
Salary Scale currently £19,260 - £20,766
Required September 1987.
Applications to Area Education Officer, Cannon Street, Lymington, Hants. Enclosing s.a.e. for further details and application form.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(44956) 130010

LINCOLNSHIRE
CORDEAUX HIGH SCHOOL
Louth
Group 9 Roll 710 (including 74 boarders)
HEADTEACHER
Required from September 1987 for this 11-16 mixed comprehensive school. The successful applicant will need to work in close co-operation with the headteachers of three other comprehensive schools in the area.
SAE for form and further particulars to the Director of Education, Teachers' Staffing Section (REF. BJA), County Offices, Newland, Lincoln LN1 1YQ. Closing date 20 March, 1987. (49959) 130010

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ilea

Working in Education

Headships & Deputy Headships

Suitably qualified and experienced teachers are invited to apply for the following posts.

Unless indicated otherwise, application forms and further details are available for the Head Of the school. Visits to schools (by appointment) are welcomed.

Inner London Area Payment (£1215 p.a.) is in addition to the appropriate Burnham Salary scale.

JOB SHARING. All posts are suitable for job sharing unless indicated by NJS in the vacancy details. A Register for pairing potential job sharers is maintained in EO/PER/PS7, Room 633, County Hall, SE1 7PB (Tel: 01-633 8801).

CLOSING DATE: Unless shown differently, the closing date for applications is 20th March 1987.

Primary Schools

Headships

For application form and further details of any of the following Headship vacancies please send foolscap sae to Education Officer, PER/PS4B, Room 262a, County Hall, London SE1 7PB.

BRACKENBURY (JM&I)
Brackenbury Road, (Goldhawk Road, Entrance Dalling Road), W6 0BA. Vacant now. Roll: 186 plus 37 p/t nursery. Burnham group 4 plus Inner London plus £201/276 social priority allowance

HITHER GREEN (JM&I)
Beacon Road, SE13 6EH.
Vacant 27th April 1987 Roll: 210 plus 50p/t nursery Burnham group 4 plus Inner London allowance

HOLMLEIGH (JM&I)
Dunsmure Road, N16 5PU.
Vacant now. Roll. 142. Burnham group 3 plus Inner London allowance.

KINGSGATE (JM)
Messina Avenue, (Kilburn High Road) NW6.
Vacant 1st September 1987. Roll: 175 Burnham group 4 plus Inner London allowance plus £201/276 social priority allowance.

LYNDHURST (JM&I)
Denmark House, Grove Lane, SE5 8SN.
Vacant 27th April 1987. Roll: 282 plus 80 p/t nursery. Burnham group 5 plus Inner London allowance plus £201/276 social priority allowance.

ST ALOYSIUS' RC(JM)
Aldenham Street, (Eversholt Street), NW1. Tel: 01-387 9591.
Applications are invited from committed Catholic teachers.
Vacant 1st September 1987.
Roll: 170. Burnham group 4 plus Inner London allowance.
Application forms for this post available from the Clerk to the Governors, to be returned by 20th March 1987.

STILLNESS (I)
Brockley Rise, SE23
Tel 01-690 1208.
Roll: 190 + 50 P/T Nursery
Head: Jenny Easterbrook
Required asap Deputy Head, Group 4 An enthusiastic, good humoured class teacher Experience of SEN children an advantage. NJS

Nursery Education

Headship

MAYTREE NURSERY SCHOOL
155 Clarence Crescent, SW4 8LU.
Applications are invited from teachers with training and experience in nursery education for the headship, vacant 30th April 1987. Roll 33 f/t and 54 p/t.
Burnham group 2 plus Inner London allowance. Please send foolscap sae for application form and further details to Per/PS4B, Room 262a, The County Hall, SE1 7PB. Closing date for the return of completed forms 20th March.

Deputy Headship

MAXILLA NURSERY CENTRE
4 Maxilla Walk, off Kingsdown Close, W10. Tel: 01-960 3981
Head: Mrs Eileen Appleby
Required asap Deputy Head for the Group 2 nursery school within this centre, designed to cater for the needs of children 0-5 and their parents. It comprises a unit for under 3s, nursery school and parents centre. The school is open between 8 am and 6 pm for 48 weeks of the year.
Re-advertisement – previous applicants will be considered.

Special Education

Headship

WATERGATE (SDL)
12 Church Green, SE13 7UU.
Roll. 54.
Vacant now. Burnham group 4(s) plus Inner London allowance. The Burnham groups of special schools are subject to review annually with effect from 1st September. Please send foolscap sae for application form and further details to PER/PS4B, Room 262a, The County Hall, London SE1 7PB. Closing date for the return of completed forms 27th March.

Secondary Schools

All secondary schools in the ILEA area are organised along comprehensive lines.

Headships

For application form and further details of these Headship vacancies please send foolscap sae to Education Officer, PER/PS4B, Room 262a, The County Hall, London SE1 7PB. Closing date for the return of completed forms 27 March 1987.

DANEFORD (SB)
Gosset Street, E2 6NW
Vacant 1st September 1987.
Roll 614. Burnham group 10 plus Inner London allowance plus £201/276 social priority allowance

SEDGEHILL (SM)
Sedgehill Road, SE6 3QW.
Vacant 1st September 1987.
Roll 1578 plus 26 pupils in the partially hearing unit. Burnham group 13 plus Inner London allowance.

HABERDASHERS' ASKE'S HATCHAM, VC (SG)
Jerningham Road, SE14 5NY.
Vacant 27th April 1987. Roll 588.
Burnham group 10 plus Inner London allowance. Voluntary controlled and retains links with the Haberdashers' Company, one of the great livery companies.

Deputy Headship

HAMPSTEAD (SM)
Westbere Road, NW2 3RT.
Tel: 01-794 8133.
Roll: 1086. Head: Tamsyn Imison.
Required from September Second Master/Mistress (Deputy Head's Scale). Responsibility for curriculum development, timetable evaluation and innovation of teaching methods, support for Heads of Department and other duties to be negotiated.

Deputy Headships

BECKFORD (JM&I) (NC)
Dornfell St., West Hampstead, NW6 1QL.
Roll: 320 + 25am and 25pm Nursery. Head: Philip Oakley
Required from April. Deputy Head, Group 5, for this growing multi-racial school.

DURANT (I) (NC)
Durand Gardens, Brixton.
SW9 0RD. Tel: 01-735 1048
Roll: 120 + 50 N P/T.
Head: Mrs. M. White
Required from April. Deputy Head to join enthusiastic and experienced staff willing to participate in curriculum development. Music an advantage.

ETHELBURGA (JM&I)
Rosenau Road, SW11.
Tel: 01-228 7858.
Roll: 165. Head: Mrs. L. Johnson
Required asap Deputy Head with experience in teaching infants and juniors who would play a part in curriculum development within the school.

REDLANDS (JM&I)
Redman's Road, Stepney, E1 3AQ.
Tel: 01-790 4534.
Roll: 386 plus 26 F/T and P/T Nursery. Head: Jenny Collier
Required asap Deputy Head Group 5.

ST MICHAEL'S CE(JM&I)
Granville Road, Southfields, SW18 5SQ. Tel: 01-874 7788.
Roll: 315 Head: Mr. M. F. Andrews
Required September, Deputy Head Group 5. Applicants should be eager to show initiative and be committed members of the Church of England. Sae appreciated. Closing date 21st March.

ST THOMAS A BECKETT RC(JM&I)
Mottisfont Road, Abbey Wood, SE2 9LY. Roll: 185.
Required asap Deputy Head, Group 4 Practising Roman Catholic

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

LONDON BOROUGH OF MERTON
Education & Recreation Department

HEADTEACHER

Melrose School, Church Road, Mitcham, Surrey

We are seeking an enthusiastic and energetic candidate for the post of Headteacher of this Group 4(s) Special School which caters for 50 children between the ages of 11–16 who experience emotional and behavioural difficulties.

The vacancy arises due to the retirement of the previous Headteacher and is tenable from 1st September, 1987.

Inner London Allowance (£1,110) payable and generous re-location benefits possible.

Application forms and further details of the post are available from the Director of Education, London Borough of Merton, Crown House, London Road, Morden, Surrey SM4 5DX.

Closing date: 24th March, 1987.

Merton is an Equal Opportunities Employer. All applications will be considered on their merits.

Education Department

Headteacher

Queen Anne School (Group 9) Queen Anne's Road, York, YO3 7AA.

11-16 Mixed Comprehensive, currently with about 690 on roll.

Suitably qualified and experienced candidate required for this appointment from January 1988.

Application forms and further details (s.a.e. please) from the County Education Officer, Room 523, County Hall, Northallerton, DL7 8AE to be returned by 23rd March, 1987.

NORTH YORKSHIRE COUNTY COUNCIL

South Eastern Education and Library Board Maintained School
LAGAN COLLEGE
63 Church Road, Castlereagh, Belfast, Northern Ireland

Applications are invited from qualified teachers for the position of

PRINCIPAL

which will become vacant from the 31st August 1987.

Lagan College, an all-ability, co-educational school, was established in 1981 as the first integrated secondary school in Northern Ireland:

It is presently situated in the Castlereagh hills, overlooking Belfast, but will move to a new site in the same area when a major building programme has commenced.

The school will have over 600 pupils on its rolls in September 1987 and further expansion is envisaged.

Salary Scale: £16,785 – £18,273

Further information and application forms are available from the Principal's Secretary, Lagan College, 63 Church Road, Castlereagh, Belfast, BT6 9SA, or by telephone – Belfast (0232) 703810.

Completed applications should be returned to the school on or before Friday, 20th March 1987.

SECONDARY HEADSHIPS
continued

SANDWELL
METROPOLITAN BOROUGH COUNCIL
SHIRELAND HIGH SCHOOL
(11-16 Comprehensive)

Required for September 1987.

HEAD TEACHER - Group 10.

Application forms and further details available from and returnable to Director of Education, Education Department, P.O. Box 41, Highfields, High Street, West Bromwich B70 8RG. Closing date 20th March 1987.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (44671) 130010

Deputy Headships Second Masters/Mistresses

BERKSHIRE
THE TURNPIKE SCHOOL
Gaywood Drive, Newbury RG13 2PR
N.O.R. 612
Required for September 1987, Deputy Head (Group 9). We are looking for a candidate of vision, stamina and enthusiasm to join a management team of 4. The candidate should have experience of time-tabling and interest in and preferably knowledge of many of the current curriculum initiatives.
Application form and further details (SAE) from the Headmistress Mrs J.U. Hart. Tel: Newbury 43703.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
Closing date: 20th March, 1987.
An Equal Opportunity Employer. (44880) 130012

AVON COUNTY
THE RALPH ALLEN SCHOOL
Claverton Down Road, Bath BA2 7AD
(Mixed 11-18 Comprehensive Group 10)
Required from 1st September 1987, a Deputy Head to join the Senior Management Team. Some flexibility exists in the job description but major responsibilities will include staff development and In-Service training, curriculum development (especially modular courses), the development of industrial, University and community links. A commitment to whole school policy and curriculum issues is essential.
Further details from and letters of application to the Headteacher by 19th March 1987, giving full c.v. and names and addresses of two referees, enclosing s.a.e.
Applications are invited from both men and women. This is a re-advertisement and all previous applications will be reconsidered.
Avon as an Equal Opportunities Employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (44971) 130012

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
LORD GREY SCHOOL
Rickley Lane, Bletchley, Milton Keynes MK3 6EW
DEPUTY HEADSHIP (Group 11)
Required from September 1987. Applications are invited from suitably qualified and experienced teachers to join a lively senior management team on the promotion of the current postholder for a headship.
The person appointed will be expected to contribute to all aspects of school life with specific management responsibilities being determined through consultation and negotiation with other members of the team.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher on receipt of a foolscap stamped addressed envelope. Closing date 23 March 1987. (00895) 130012

ESSEX
THORPE HALL SCHOOL
Essex
DEPUTY HEAD (Group 6) 4-16 years
See display advert under Independent Sector.
(44589) 130012

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
EDUCATION DEPARTMENT
MILTON KEYNES AREA
OUSEDALE SCHOOL
The Grove, Newport Pagnell MK16 0BJ
DEPUTY HEADTEACHER
Required for September 1987. Deputy Headteacher. Group 13. Applications invited from graduates in any discipline to take on initially the role of overseeing the general day to day running and general administration of the school. The successful candidate will also have special responsibility for staff development in all aspects of the school's work, both curricular and pastoral. The vacancy arises from the promotion of the previous post holder to a Headship. There are three Deputy Heads, Administration, Pastoral and Curriculum and it is school policy to rotate those functions between Deputy Heads on a three year cycle.
Ousedale School is situated on an attractive site just outside the city of Milton Keynes.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the School Secretary, on receipt of a foolscap stamped addressed envelope.
Closing date: Friday 20 March 1987. (44698) 130012

CUMBRIA
WHITEHAVEN SCHOOL
Cleator Moor Road, Whitehaven CA28 8TY
(County Comp. mixed 11-18, NOR 1904)
DEPUTY HEADTEACHER
Required for Sept. 1987 to join the Senior Team, which currently includes 2 other Deputy Heads and a Senior Teacher, at this Group 13 School. Suitably qualified and experienced teachers are invited to apply.
Applications forms and further details from the Head (s.a.e. please). Closing date: 23.3.87. (02905) 130012

WEST SUSSEX
DURRINGTON HIGH SCHOOL
This well established co-educational comprehensive school of 1,300 pupils aged 12-16 requires for September 1987 a DEPUTY HEAD (Group 12) to join a strong management team in a vacancy arising through promotion to Headship.
Details (s.a.f.e. please) from the Headmaster, to whom completed applications should be returned by March 23rd, at Durrington High School, The Boulevard, Worthing, West Sussex BN13 1JX. (44641) 130012

HERTFORDSHIRE
TRING SCHOOL
Mortimer Hill, Tring, Herts.
Tel: Tring 2303
Mixed, Church of England (Voluntary Controlled), all-ability School, age range 11-18 years, 1000+ on roll: 100+ in 6th form
Required from September 1987, Deputy Head (Group 11). Applications are invited from experienced, committed and enthusiastic teachers to join Senior Management team on the retirement of existing holder. Responsibilities will be within the pastoral area, but it is essential that applicants have an appreciation of whole school/curriculum issues.
Further details available from school, enclose S.A.E.
Applications by letter including c.v. and the names and addresses of 2 referees should be sent to the Headmaster by 20th March, 1987.
Relocation expenses may be payable in appropriate cases. (44876) 130012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CASTERTON COMMUNITY COLLEGE
Great Casterton, Stamford, Lincs.
(11-16)
ROLL 736
SECOND DEPUTY PRINCIPAL

A widely experienced, lively and energetic teacher as Second Deputy Principal in this well established rural community college.

Please contact the Headteacher for further details and application forms. (SAE). (49946) 130012

LONDON BOROUGH OF HAVERING
Sacred Heart of Mary Girls School
(Roll 700 Sixth Form 97)
70 St. Mary's Lane, Upminster RM14 2QR.
Telephone: Upminster 22660
Headteacher: Miss J M Johnson B D, B Sc
The Governors invite applications for the post of

HEADTEACHER GROUP 9

of this voluntary aided Catholic Comprehensive School for Girls aged 11 - 18 with effect from September 1987.
If present numbers are to be maintained the School would be re-classified as Group 10 at the next triennial review.
A well qualified and experienced practising Catholic is required to continue the development of this School which is consistently over-subscribed and has a thriving sixth form.

Havering

Further details and application forms are available (sae please) from the Chairman of the Governors at the School and should be returned by the 20th March 1987.
(14662)

EDUCATION DEPARTMENT
SOUTH KENT AREA

Deal Secondary School
Mill Road, Deal CT14 9BD
(Group 10 Roll 746)

HEAD TEACHER

Applications are invited for the Headship of this Co-educational Secondary School from September 1987.

Application forms and further details available from and returnable to the Area Education Officer 3 Shorncliffe Road, Folkestone, Kent (S.A.E. please). Closing date 27 March 1987.
(12771)

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT
WEST KENT AREA
Tunbridge Wells St. Gregory's Catholic Comprehensive School, Reynolds Lane, Tunbridge Wells, Kent. TN4 9XL – Tel. Tun-Wells 27444
Roll 830 11-18 Mixed Comprehensive 100 in the 6th Form

DEPUTY HEAD TEACHER – Group 10

Required for September, 1987. Applications are invited from committed practising Roman Catholics for appointment to this influential post. The Governors seek to appoint a person with varied experience in Catholic Comprehensive education who has vision, energy and enthusiasm and is able to make a major contribution to the management, policy making and constantly developing life of the school. The responsibilities of the post holder will be as Director of Studies with major responsibility for curriculum and staff development.
Application forms and further details are available from the Headmaster at the school address to whom completed application forms should be returned by Friday, 20 March.
(12770)

KENT COUNTY COUNCIL

Headship

Mildenhall County Upper School
Group 12 Ages 13-18 Number on roll 1104.

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher.

The school is a modern purpose-built Upper School opened in 1976 with adjoining sports hall and community facilities and serves a rural area on the north-west border of Suffolk.

It is intended that the appointment will date from the beginning of the Autumn Term 1987.

Further details and application forms are available from the County Education Officer, St Andrew House, County Hall, Ipswich IP4 1LJ, (SAE please), and completed forms should be returned by 20th March 1987.
(12783)

Suffolk County Council

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
- Temporary housing may be available.
- Generous relocation expenses in approved cases.

DEPUTY HEADSHIPS

GLYN SCHOOL,
The Kingsway, Ewell, Surrey
12-18 Boys' Comprehensive, NOR 750 including 140 6th Form. Required September 1987, SECOND DEPUTY HEADTEACHER, Group 10. Salary Scale £14694 to £16185 + £309 Surrey Fringe Area Allowance.
Application forms and further details from: N.E. Area Education Officer, 7 Monument Hill, Weybridge, Surrey. Tel: Weybridge 52811 Ext 4556.
Closing date: 20 March
Previous candidates need not reapply. (12773)

SECONDARY EDUCATION
DEPUTY HEADSHIPS

CHIPPING CAMPDEN SCHOOL
Cider Mill Lane, GL55 6HU.
(Voluntary Controlled 11-18 Comprehensive, 775 Boys and Girls)

DEPUTY HEAD (GROUP 10)

Required September 1st, 1987.
Second Deputy Head to join the management team of this rural School in the Cotswolds.
This is a key post in the organisation and forward planning of the School and responsibilities will include a combination of pastoral and curricular areas.
The School is involved in major curriculum and pastoral initiatives such as pre-vocational education, TVEI extension, profiling and staff development and is seeking to appoint a person who will make an energetic and creative contribution to this continuing process.
Please write to Headmaster (enclosing foolscap s.a.e.) for further details of the post and of the School, and an application form which must be returned with a letter of application by 23rd **March, 1987.**

PRIMARY EDUCATION
DEPUTY HEADSHIPS

FAIRFORD C. OF E. CONTROLLED SCHOOL
London Road, Fairford, Glos. GL7 4AQ.

DEPUTY HEAD TEACHER (GROUP 5)

Required for September 1987, Deputy Head Teacher who is an experienced, enthusiastic primary teacher interested in curriculum development and prepared to share school management.
New school building due to open Summer 1988.
Applications to Head Teacher, enclose s.a.e.

BEECH GREEN C.P. SCHOOL
St. James', Quedgeley, Gloucester GL2 6WD.

DEPUTY HEAD (GROUP 4)

Required 1st September 1987. The School opened in 1986. No. on roll in September 1987, 80-100 rising to 250 plus in subsequent years. This new post offers the challenge of a senior management role in a developing school. There will also be the opportunity to build a curriculum specialism in purpose built surroundings. Applications are invited from teachers who enjoy working with the full primary age range.
S.A.E. to Head Teacher for further details and forms.

ADMINISTRATION

NEW POSTS IN AN EXPANDING ADVISORY TEAM

PRIMARY PHASE ADVISER
Soulbury Group 8

To work as a member of a primary team of four and to provide support and advice on the curriculum, organisation, management and staff development in primary schools, in one of the three Areas of the county.

ADVISER FOR INFORMATION TECHNOLOGY
Soulbury Group 8

To support the development of Information Technology in primary and secondary schools, and to develop and implement a county plan.

ADVISER FOR TECHNOLOGY
Soulbury Group 8

To promote and develop technology and technological capability across the whole curriculum of primary and secondary schools as a cross-curricular theme and as an inter-disciplinary process.

ADVISER FOR MULTI-CULTURAL EDUCATION
Soulbury Group 8

To implement and develop the recently-issued county policy statement on multi-cultural education, and to promote the multi-cultural dimension in the curriculum of primary and secondary schools.

SECONDARY PHASE ADVISER (2 POSTS)
Soulbury Group 9

Each will work as a member of a secondary team of four across the county, and will provide support and advice on the curriculum, organisation and management of a group of 15-20 secondary schools in one of three Areas of the county, with a particular brief for the promotion and management of TVEI extension in secondary schools and colleges in the same Area.
All posts will be from 1st September, 1987.
Application forms and further details available from the Chief Education Officer (NT3, Room 148), Education Department, Shire Hall, Gloucester GL1 2TP. Telephone: Gloucester 425337 (24-hour Answerphone Gloucester 425489).
Closing date: 20th March, 1987.

Gloucestershire County Council

The County Council is an equal opportunities employer and positively welcomes applications from all sections of the community

SECONDARY DEPUTY HEADSHIPS
continued

DORSET
AVONBOURNE SCHOOL
Harewood Avenue,
Bournemouth BH7 6NY
(Age ranue 11-16, N.O.R. 1003)
Required September 1987, DEPUTY HEADTEACHER (Group 10) for this girls bi-lateral school situated in pleasant surroundings on the outskirts of Bournemouth.
Applications are invited from successful teachers whose experience has prepared them for a full role in the senior management team of a large secondary school.
Particular responsibilities will reflect the experience and interests of the successful candidate.
Application forms and further details from the Headteachor (S.A.E. please). *Closing date 23rd March.*
(46484) 130012

NORTH YORKSHIRE
HARROGATE GRAMMAR SCHOOL
Arthur's Avenue, Harrogate
HG2 0DZ
Comprehensive, Co-educational, 1600 on roll. 11-18
SECOND MASTER/MISTRESS (Deputy Head, Group 13)
Wanted for September 1987 to join the Senior management team. Each member of the team takes charge of specific areas and shares overall responsibility for the academic and social developments of the school. These *areas can if necessary be* reviewed to allow for the strengths of the person appointed, but interest and experience in the administrative as well as the pastoral side of school very welcome. Management experience and personal qualities are more important than the particular subject/s offered but the successful applicant will be a graduate with recent experience of teaching his/her own subject up to Advanced level.
Application form and further details from the Headmistress (s.a.e. please). Closing date 23.3.1987.
(02909) 130012

SOMERSET
COUNTY COUNCIL
WADHAM SCHOOL
Crewkerne
DEPUTY HEAD, GROUP 11
For further information please see under the Somerset County Council composite advertisement.
(44977) 130012

SUFFOLK
COUNTY COUNCIL
ORWELL HIGH SCHOOL
Maidstone Road,
Felixstowe IP11 9EF
11-18 mixed
comprehensive roll 1096
Required September 1987 DIRECTOR OF STUDIES (SENIOR TEACHER SCALE) to join Senior Management Team. Wide ranging responsibilities will provide excellent training for further promotion.
Application forms and further details obtainable from the Head at the school, s.a.e. please, closing date 20th March.
(35129) 130012

WAKEFIELD
EDUCATION DEPARTMENT
ST. WILFRED'S CATHOLIC HIGH SCHOOL
Featherstone
(Group 11, Mixed Comprehensive 11-18, 1159 on roll, 194 in Sixth)
Required for September 1987:
1. DEPUTY HEAD £15,447 - £16,929.
2. SECOND MASTER/MISTRESS £15,447 - £16,929.
These two senior posts which fall vacant through retirement and promotion to headship offer an opportunity for applicants who have a *sound base of experience,* energy, ideas and commitment to Catholic Education, to take a major role in shaping the school for the 1990's. Each post involves responsibility for the effective delivery of the curriculum in a particular area of the school's activity, where team building and team leadership skills will be required.
Applicants, who should be Roman Catholics, may receive further details of the school and the two vacant posts be writing to the Chief Education Officer, Bond Street, Wakefield WF1 2QL.
(35200) 130012

ALBANY SCHOOL,
Bell Lane, Enfield, Middx EN3 5PA.
***Group II.* Comprehensive mixed 11-18.**
Roll 1180, 90 in Sixth Form.

SECOND MASTER/MISTRESS
(Deputy Head Scale Group II)
Applications are invited for this post from well-qualified teachers with proven leadership qualities and management experience.
The successful candidate will be expected to support and make major contributions to all aspects of management, policy making and developing life of the school.
The school is involved in major curriculum initiatives, including T.V.E.I., C.P.V.E., P.E. Diploma, City and Guilds and the successful candidate will have an important role to play in the management of change.
The school is situated at the northern end of the Borough, bordering open countryside with easy access to the M25 and A10.
The successful candidate will be expected to take up duties from September 1987.
London Allowance £795. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance. Application forms (large SAE) and further details obtainable from the Director of Education, Establishment Section, P.O. Box 56, Civic Centre, Silver Street, Enfield, EN1 3XQ. Closing date 20th March 1987.
(12749)
London Borough of
Enfield
An Equal Opportunity Employer

SURREY COUNTY COUNCIL
* FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
* *Temporary housing may be available.*
* Generous relocation expenses in approved cases.

SECOND MASTER/ MISTRESS
THE ASHCOMBE SECONDARY SCHOOL,
Ashcombe Road, Dorking, RH4 1LX.
NOR. (January 1987) 1,165 inc. 218 Sixth Form
SECOND MASTER/MISTRESS required for September 1987 for this Group 12 Secondary School. The successful candidate is expected to play a major part in the senior management team.
Salary Scale £16,326 to £17,820 p.a.
Application Forms and further details from South East Area Education Officer, 123 Blackborough Road, Reigate, RH2 7DD.
Tel: Redhill 74166 Ext. 4416
Closing date: Friday 20 March 1987
(12776)

WEST SUSSEX
DEPUTY HEAD (GROUP 12)
CHICHESTER HIGH SCHOOL FOR GIRLS
(Group 12, Girls Comprehensive, 11-18 age range)
Required September 1987, a Deputy Headteacher for this School with 1183 on roll and 149 in the Sixth Form.
The School is involved in a major building programme together with the High School for Boys that will eventually bring both Schools on to a *single campus with joint provi*sion at Sixth Form level in purpose built accommodation. There are already existing collaborative arrangements which ensure a broad range of courses at Sixth Form level.
The School has taken a major lead in several areas of curriculum development, for example C.P.V.E., Technology and Pupil Profiling.
Applications are invited from suitably qualified candidates who would play a significant role in leading this school into the next decade.
Application form and further details available from Headteacher, Chichester High School for Girls, Stockbridge Road, Chichester PO19 2EB. (s.a.e. please).
(44960) 130012

Remedial and Special Needs Teaching Posts

Heads of Department

CAMBRIDGESHIRE
An Equal Opportunity Employer
SALTERS OBSERVATION AND ASSESSMENT CENTRE
Welmore Road, Glinton, Peterborough PE6 7LU
TEACHER IN CHARGE SCALE 4
See advert under 'Assessment Centres'.
(44837) 131018

ESSEX
ST ANSELM'S
Ghyllgrove, Basildon SS14 2LA
Tel: Basildon 281234
HEAD OF LEARNING SUPPORT AND SPECIAL NEEDS Scale 3 + London Fringe Allowance £282
RE-ADVERTISEMENT
Required for September 1987, enthusiastic experienced teacher for leading and supporting organisation of Special *Needs. Catholic preferred.*
School run by De La Salle Brothers.
Apply direct to the Headteacher enclosing CV and names of two referees (foolscap sae please).
(50000) 131018

SUFFOLK
COUNTY COUNCIL
STRADBROKE HIGH SCHOOL
Stradbroke, Eye IP21 5JN
11-16; Roll 357
Required for the Summer or Autumn Term 1987, Head of Special Unit for slow-learning pupils, Scale 2 (plus Area Special Class Allowance) for a suitably qualified and experienced teacher.
Application forms and further details available from the Headteacher at the school concerned (s.a.e.) to whom they should be returned. (35339) 131018

WARWICKSHIRE
NEWBOLD GRANGE HIGH SCHOOL
Newbold-on-Avon, Rugby CV21 1EH
(n.o.r. 569)
Required for September 1987 an experienced and enthusiastic teacher as HEAD OF SPECIAL EDUCATIONAL NEEDS, Scale 3, to develop the school's SEN department and provide a supportive role to colleagues. The person appointed will be expected to have expertise in the identification of children with special needs, support pupils with associate social, *physical and* behavioural problems and be sympathetic to their needs. Closing date 20th March.
Application form and further details available from Mr. D.M. Turbayne, Headteacher.
Warwickshire is an equal opportunities employer. (44669) 131018

Scale 2 Posts and above

BROMLEY
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent TN16 3AU
Tel: 0959 74045
For September 1987, a SPECIAL NEEDS EDUCATIONAL CO-ORDINATOR (Scale 4) for this 6 form entry purpose com*prehensive school* with a well established Sixth Form of 120. We are seeking a gifted professional to co-ordinate and develop our Special Needs programme. This includes the very able as well as those with learning difficulties.
Situated in the green belt on top of the North Downs the school is within easy reach of a wide variety of accommodation. Outer London Allowance is payable.
Details/application forms from and returnable to the Headteacher (sae please) by 25th March 1987.
(48110) 131090

HAMPSHIRE
EGGAR'S SCHOOL
London Road, Holybourne, Alton GU34 4EQ
11-16 Comp. Mixed
Teacher required to work in a special unit established for children designated as dyslexic. A Scale 2 post will be available for a suitably experienced applicant.
Letter of application with full c.v. names and addresses of two educational referees and s.a.e. to the Headteacher.
The City Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (44957) 131020

Scale 1 Posts

HAVERING
LONDON BOROUGH OF HAVERING
CHAFFORD SCHOOL
(Roll 806)
Teacher of RE and Special Needs/Education, Scale 1
Please see our advertisement under Secondary RE Scale 1.
(44656) 131022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
SITTINGBOURNE, WESTLANDS SCHOOL
Westlands Avenue, Sittingbourne, Kent ME10 1PF
Required for April or September, 1987 experienced teacher for children with learning difficulties in the normal school. The person appointed will take charge of a class of lower *school less able children and* apart from the teaching of basic courses will need to be conversant with the teaching of reading.
Scale 1 appointment.
Letter of applications with full C.V. and names/addresses of two referees to the Headteacher. (35318) 131022

SUFFOLK
COUNTY COUNCIL
THURSTON UPPER SCHOOL
Thurston, Bury St Edmunds
(Mixed comprehensive 13-18: 1,150 on roll)
Required from September 1987, Teacher of SPECIAL NEEDS (Scale 1) to join a department with a developing school role able to work effectively in class groups, withdrawal and support group with pupils who have learning difficulties.
Further details and application forms available from the Headteacher at the school (sae please) to whom they should be returned as soon as possible.
(44819) 131022

V.S.O.
Please see V.S.O. display ad *under Overseas Appointments.*
(48987) 131022

By Subject Classification

Art and Design

Heads of Department

ESSEX
ST ANSELM'S
Ghyllgrove, Basildon, SS14 2LA
Tel: Basildon 281234
(Roll 700)
HEAD OF ART Scale 3 + London Fringe Allowance £282
RE-ADVERTISEMENT
Required September 1987, experienced teacher to run well-equipped Department. *Catholic preferred. School* run by De La Salle Brothers.
Apply direct to Headteacher enclosing CV and names of two referees (foolscap sae please).

RAINSFORD SCHOOL
Fox Crescent, Chelmsford CM1 2BL
(Roll 821)
Tel: Chelmsford 265511
HEAD OF ART Scale 3
RE-ADVERTISEMENT
Required September 1987, ambitious teacher to expand approaches and influence of art, particularly in Upper School curriculum, in a relevant and meaningful way. Good teaching accommodation. Closing date: 20th March 1987.
Please apply direct to the Headteacher at the School with CV and names of two referees (foolscap sae please). (49993) 131218

KENT
THE JUDD SCHOOL
Tonbridge TN9 2PN
HEAD OF ART DEPARTMENT (Scale 3)
Required in September at this Voluntary Aided Grammar School of 740 boys. A well-qualified and enthusiastic teacher is sought to develop a Department with excellent results and facilities which include Pottery.
Apply to the Headmaster (no forms) with full details together with names and addresses of two referees, as soon as possible.
(48837) 131218

WEST SUSSEX
HEAD OF ART
THE ANGMERING SCHOOL
Angmering
Salary: Scale 3
Required for September. Head of Art. This is a mixed comprehensive school with 1020 pupils aged 11-18, serving an attractive rural area. Plenty of scope for development.
Further details and application form from the Headmaster, The Angmering School, Station Road, Angmering, Littlehampton, West Sussex BN16 4HH. Please send s.a.f.e.
(44644) 131218

Scale 2 Posts and above

DORSET
CORFE HILLS SCHOOL
Higher Blandford Road, Corfe Mullen, Wimborne, Dorset BH21 3JH
(Age range 13-18) Group 12
Required for September 1987 a Scale Two Teacher for 3 Dimensional Studies with particular reference to Ceramics on GCSE Art & Design Course.
Experience with a wide range of materials and their application, is also necessary for contribution to the Oxford Board 'A' level Design Course.
Some knowledge of Classical Art & Architecture would prove beneficial.
This comprehensive School (which opened in 1976) has 1460 pupils, of whom 260 are Sixth Form.
Further details and application forms can be obtained from the Headmasters' Secretary at the above address on receipt of a large sae and should be returned within two weeks of the date of this advertisement.
(46488) 131220

HAMPSHIRE
PERIN'S SCHOOL
New Alresford, SO24 9BS
11-16 Comp Mixed
Teacher in charge of Art (Scale 2) required for 1st Septmber 1987.
Letter of application with full c.v. names and addresses of two education referees and s.a.e. to the Headteacher.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(44959) 131220

Scale 1 Posts

BARNET
LONDON BOROUGH
MILL HILL COUNTY HIGH SCHOOL
Worcester Crescent, Mill Hill, London NW7 4LL
Tel: 01-959 0017
New 11-18 Co-educational.
Roll 1231. Sixth Form 180
Required from Summer term 1987 an experienced ART specialist Scale 1, to teach mainly painting and printmaking to Lower School Pupils.
This is a part-time temporary post to cover maternity leave. (3 days).
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
(49928) 131222

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
SYLVAN HIGH SCHOOL
Maberley Road, London SE19 2JH
Tel: 01-771 2261
A suitably qualified teacher is required to teach Art throughout the school and integrated subjects as member of the 1st Year Team at this 11-16 Co-educational High School of 900 pupils. This post is a temporary one term appointment.
Please apply directly to the Head Teacher.
Salary: Scale 1.
Tenable: 27th April 1987.
Closing date is as soon as possible. (02931) 131222

NORTH YORKSHIRE
ST AIDAN'S C.E. HIGH SCHOOL
Oatlands Drive, Harrogate HG2 8JR
ART AND DESIGN TEACHER, Scale 1
Required for September 1987, to teach at all levels from the general Art course in Years one to three GCSE. Wide range of skills rather than limited specialist knowledge an advantage.
Apply by letter to the Head Teacher with c.v. and the names and addresses of two referees. Closing date 20.3.1987. (02908) 131222

Classics

Scale 1 Posts

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
TAVERHAM HIGH SCHOOL
Beech Avenue, Taverham, Norwich NR8 6HP
Required for September in this developing ... School, opened in 1975 ... the northern outskirts of Norwich.
Scale 1 Teacher of Classical Studies.
Well equipped department already established ... Latin an additional recommendation. Both subjects are taught to public examination level. ... subsidiary subject and ability to teach A level Classical Civilisation essential.
Please apply by letter for application form ... further details (sae enclosed) to the Headteacher, Mrs. J. Daines, ... Taverham High School, Beech Avenue, Taverham, Norwich NR8 6HP. Closing date 19th March.
(49954)

Commercial Subjects

Heads of Department

MERTON
URSULINE HIGH SCHOOL
15 The Downs, Wimbledon, London SW20 8HR
Girls' Roman Catholic Comprehensive High School 13+-18+ (8f.e.) ... 200 in the 6th Form
Required September, ... Business Studies, ... have responsibility ... organisation and development of an expanding department.
Applications to the ... teacher with ... addresses of two referees ... s.a.e. for acknowledgement.
(44864)

Scale 1 Posts

ESSEX
THE HONYWOOD SCHOOL
Westfield Drive, Coggeshall
Tel: (0376) 61231
TEACHER OF BUSINESS STUDIES/KEYBOARD ...
Scale 1
Specialist i/c
Well resourced department ... developing information technology courses. Ability ... teach English.
Further details and ... tion forms from the ... teacher (foolscap sae ...
(49986)

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
COUNTHILL SCHOOL
Counthill Road, Oldham
TYPING/OFFICE PRACTICE TEACHER
Scale 1
Required for early ... 1987, temporary ... 31st December 1987.
Application ... (s.a.e.) from the ... the school, returnable ... her by 20th March.
An Equal Opportunity Employer.
Assistance with ... Authority Housing ... able. (44487)

V.S.O.
Please see V.S.O. display ... under Overseas Appointments.
(48986)

Computer Studies

Heads of Department

ESSEX
EPPING FOREST HIGH SCHOOL
Borders Lane, Loughton
Tel: 01-508 4020 ...
(Roll 1,100, 11-18 ...)
HEAD OF COMPUTER STUDIES Scale 3
Required for September ... qualified and experienced ... teacher of Computer ... up to 'A' Level and ... responsible for development of ... computer education ... curriculum.
Closing date: ... 1987.
Letter of ... together with curriculum ... and names of two referees ... Headteacher at the ... (foolscap sae please).
(49992)

HAVERING
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
(Roll 1,010)
Co-ordinator of Information Technology, Scale 4
Please see our advertisement under Secondary ... dies, Heads of Department ...
(44654)

ilea
Working in Education

Suitably qualified and experienced teachers are invited to apply for the following posts.
Unless indicated otherwise, application forms and further details are available for the Head of the school. Visits to schools (by appointment) are welcomed.
Inner London Area Payment (£1215 p.a.) is in addition to the appropriate Burnham Salary scale.
JOB SHARING. All posts are suitable for job sharing unless indicated by NJS in the vacancy details. A Register for pairing potential job sharers is maintained in EO/PER/PS7, Room 533, County Hall, SE1 7PB (Tel: 01-633 8801).
CLOSING DATE: Unless shown differently, the closing date for applications is 20th March 1987.

Headships & Deputy Headships
Please refer to separate advertisement also in this publication.

Secondary Schools
All secondary schools in the ILEA area are organised along comprehensive lines.

Senior Teacher
CLAPTON (SG)
Laura Place, Lower Clapton Road, Clapton, E5 0RB. Tel: 01-985 6641. Roll: 877.
Head: Mrs. P. M. Williams
Required from April or asap. Senior Teacher responsible for primary/secondary liaison, co-ordinator of Year 1 Humanities and part of Senior Management team.

Art & Design
PARLIAMENT HILL (SG)
Highgate Road, NW5 1RL.
Tel: 01-485 7077.
Roll: 900 plus 450 in mixed sixth form. Head: Mrs. J. Bax
Required from September Scale 2 Teacher responsible for developing textiles within the art department and establishing a new GCSE Art & Design Textiles course.

Business Studies
CHARLES EDWARD BROOKE CE(SG)
Langton Road, SW9 6UL.
Tel: 01-735 8765. Roll: 560.
Head: Mrs. A. Czarnlawska
Temporary for summer term to teach typing and office studies and contribute to CPVE, or permanent from April 27th, as above with Information Technology.

CROFTON (SM)
Manwood Road, SE4 1SA.
Tel: 01-690 1114. Roll: 1000.
Head: Mr. J. J. Alderman
Required from April A Scale 3 Business Studies teacher responsible for clerical/secretarial skills within a department offering a wide range of courses.

DUNRAVEN (SM)
Leigham Court Road, SW16 2QD.
Tel: 01-677 2431 or 769 7300.
Roll: 1000. Head: R. W. Townsend
Required from April or September Head of Business Studies Scale 3; to continue existing curriculum development work, including GCSE, CPVE, cross-curricular developments, and industry links. (Re-advertisement).

Careers
CLAPTON (SG)
Laura Place, Lower Clapton Road, Clapton, E5 0RB. Tel: 01-985 6641. Roll 877.
Head: Mrs. P. M. Williams.
Required from April or asap. Scale 2 Mainstream Careers.

Computer Studies
CENTRAL FOUNDATION BOYS' (SB)
Cowper Street, EC2A 4AP.
Tel: 01-253 3741.
Roll: 500. Head: Mr. G. R. Clark
Required from September or asap, Head of Computer Studies, Scale 3. Excellent opportunity to develop a well equipped and expanding department. Sae, please.

Design & Technology
BACON'S (SM)
Dalaford Road, SE16 3BS
Tel. 01-237 5243/4/5.
Roll: 930 Head: Mrs. B. A. Marlow
Required from September or asap a teacher of Design and Technology, Scale 1 who could contribute to the development of new technology courses.

JOHN ARCHER (SB)
Trinity Road, Wandsworth Common, SW18 3SB.
Tel: 01-870 3213.
Head: A. R. B. Dix
Required a.s.a.p. Teacher of CDT, Scale 2. Interest in Modular Technology & Electronics an advantage. An additional responsibility will be to promote equal opportunities.

STEPNEY GREEN (SM)
Ben Jonson Road, E1 4SD.
Tel: 01-790 6361.
Roll: 1049. Head: Mr. D. J. Bennett
Required asap. Upper School Technology Co-Ordinator Scale 3 to develop and co-ordinate technology. Must have wide knowledge of current trends in technical education.

English
HABERDASHERS' ASKE'S HATCHAM (SG)
Jerningham Road, New Cross, SE14 5NY. Tel: 01-639 2777.
Roll: 590.
Required for the Summer Term only, a full-time teacher of English

JOHN AIRD (VISUALLY IMPAIRED) (ALL AGE)
Cobbold Road, W12 9LB.
Tel: 01-743 1472. Roll: 82.
Head: Brenda A. Bouldstridge
Required asap. Head of English Scale 2(B) to be responsible for the teaching and organisation of this subject and to be in charge of the Library.

PLUMSTEAD MANOR (SG)
Old Mill Road, SE18 1QF.
Tel: 01-855 5011. Roll: 1300.
Head: Mrs. C. V. Berreen
Required from September Scale 3 2nd in charge of English to make a positive contribution to this well organised, lively and developing department.

English as a Second Language
DICK SHEPPARD (SM)
Tulse Hill, SW2 2QA.
Tel: 01-674 9421 Roll: 500.
Required asap. T.T. 0.5 Bengali speaking teacher to work with bi-lingual pupils.

STEPNEY GREEN (SB)
Ben Jonson Road, E1 4SD
Tel: 01-790 6361.
Roll: 1049. Head: Mr. D. J. Bennett
Required asap. Co-ordinator for Language for Learning (including ESL) Senior Teacher. Will have qualifications in ESL, experience of bi-lingual education and collaborative teaching.

Mathematics
BACON'S SCHOOL (SM)
Dalaford Road, SE16 3BS
Tel: 01-237 5243/4/5.
Roll: 930. Head: Mrs. B. A. Marlow
Required from September. Two teachers Scale 1, to join a lively, thriving Mathematics Department.

CENTRAL FOUNDATION BOYS' (SB)
Cowper Street, EC2A 4AP.
Tel: 01-253 3741.
Roll: 500 Head: G. R. Clark
Required from September. Second-in-Charge of the Mathematics Department. The post also involves *some Sixth Form responsibilities.* Sae please.

CROWN WOODS (SM)
Riefield Road, Eltham, SE9.
Tel: 01-850 7878.
Roll: 2000 (262 in Sixth Form).
Head: Peter Wells
(1) Required asap. Scale 2 Second i/c Computer Technology, to act as network manager for 480Z and to teach all exam levels in department.
(2) Required from May or *September, Scale 1 teacher of* Mathematics to join a large and successful department using SMP 11-16 and SMILE Schemes.

JOHN AIRD (VISUALLY IMPAIRED) (ALL AGE)
Cobbold Road, W12 9LB.
Tel: 01-743 1472. Roll: 82.
Head: Brenda A. Bouldstridge
Required asap. Scale 2(S) to be in charge of Mathematics throughout the Secondary Department and to teach in some other area.

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2.
Tel: 01-262 8000 ext. 310.
Roll: 1750, Head: Michael Marland
Required from September 1987, teacher of Mathematics, Scale 1. Will also be tutor. This is a well established, multi-campus school with excellent facilities.

RAINE'S FOUNDATION CE(SM)
Approach Road, Bethnal Green, E2 9LY. Tel: 01-981 1231.
Roll: 818. Head: D. W. E. Thomas
Required for April or September teacher of Mathematics, Scale 1. The SMP Course is taught throughout the first five years. Applicants are welcome irrespective of religion. Apply by letter direct to Head, enclosing c.v. and details of two referees.

ST MARK'S CE(SM)
Bishop's Avenue, Fulham, SW6 6ED. Tel: 01-736 2211
Roll: 800.
Head: Mr. L. W. C. Truman
Required asap. Teacher of Mathematics, Scale 1 The Department uses SMP 11-16 up to 4th year and is planning to use the SMP 11-16 GCSE in 1988.

ST PHILIP HOWARD RC(SM)
Upper North Street, Poplar, E14.
Tel: 01-987 7028.
Roll: 470. Head: Mrs. A. C. Cooke
Required from April Scale 1 to teach Mathematics across the age and ability range. A knowledge of computer studies an advantage.
Closing date 13th March

STEPNEY GREEN (SB)
Ben Jonson Road, E1 4SD.
Tel: 01-790 6361.
Roll: 1049. Head: Mr. D. J. Bennett
Required asap. Mathematics – 2nd in Department, Scale 3, to develop and co-ordinate the SMP Mathematics programme. Ability to teach to advanced level is essential.

SYDENHAM (SG)
Dartmouth Road, SE26 4RD.
Tel: 01-699 6731 Roll: 1150.
Head: C. A. Rumney
Required from September. Scale 1 teacher to join forward-thinking Mathematics Department.

Modern Languages
GREY COAT HOSPITAL, WESTMINSTER CE (SG)
Greycoat Place, SW1P.
Tel: 01-828 0968.
Roll: 900. Head: Mrs. M. F. Hilson
Required from April. Scale 1 teacher of German throughout the school up to and including 'A' level, initially for Summer Term only to cover maternity leave. Apply by letter to the Head enclosing c.v. and names and addresses of two referees.

PLUMSTEAD MANOR (SG)
Old Mill Road, SE18 1QF.
Tel: 01-855 5011. Roll: 1300.
Head: Mrs. C. V. Berreen
Required asap. Scale 2 i/c Spanish to continue development of Spanish from 1st to 6th year and oversee GAML scheme, currently being piloted with year 1.

SOUTHFIELDS (SM)
Merton Road, SW18 5JU.
Tel: 01-870 0171. Roll: 1300
Including PHU.
Head: Mr. Roger Wood
Required from April until October Teacher of German to replace teacher on maternity leave.
Contact Frances Beadle, Head of Modern Languages.

Music
CLAPTON (SG)
Laura Place, Lower Clapton Road, E5 0RB. *Tel: 01-985 6641. Roll:* 877.
Head: Mrs. P. M. Williams
Required from September. Head of Music, Scale 3.

DANEFORD (SB)
Gosset Street, E2 6NW
Tel: 01-729 3535.
Roll: 600. Head: W. K. Williams
Required asap. Head of Music Scale 3. Practical work throughout the age range, 7 peripatetic instrumental teachers, liaison with Drama department and Primary Schools.

ST THOMAS MORE (SM)
42 Cadogan Street, Chelsea, SW3.
Roll: 702. Head: Miss J. M. Burn
Required from April for Summer Term (temporary post) Music Assistant 0.5 Tuesday p.m. - Thursday p.m. All lessons are of a practical nature and applicants should be familiar with compositional techniques and crative music making

Physical Education
CHARLES EDWARD BROOKE CE(SG)
Langton Road, SW9 6UL.
Tel: 01-735 8765. Roll: 560.
Head: Mrs. Ann Czarnlawska
Required from April until November 1987. Temporary second in Department to teach gymnastics, netball, tennis, rounders and volleyball.

Religious Education
HABERDASHERS' ASKE'S HATCHAM (SG)
Jerningham Road, New Cross, SE14 5NY. Tel. 01-639 2777.
Roll: 590.
Required from September Head of Religious Education, Scale 3.

Science
CARDINAL MANNING RC(SB)
St. Charles Square, W10 6EL.
Tel: 01-969 2188
Roll: 503. Head: Mr. T. G. Grogan
Required from April. Scale 1 Teacher of Science and form tutor. Emphasis on Physical Science in this well established fully equipped department. SPA payable.

CHARLES EDWARD BROOKE CE(SG)
Langton Road, SW9 6UL.
Tel: 01-735 8765. Roll: 560.
Head: Mrs. Ann Czarnlawska
Required from April or asap thereafter deputy Head of Science, Scale 3, to be responsible for the teaching of chemistry throughout the school and in charge of science for Years 1 and 2.

DUNRAVEN (SM)
Leigham Court Road, Streatham, SW16 2QD.
Tel: 01-677 2431/769 7300.
Roll: 1000. Head: R. W. Townsend
Required from September or asap. Head of Biology, Scale 3, to co-ordinate all aspects of biological science. A strong commitment to a broad and balanced science curriculum for all is essential.

ERNEST BEVIN (SB)
Beechcroft Road, Tooting, SW17 7DF. Tel: 01-672 ...
Roll: 1320. Head: N. B...
Required from April. (1) Chemistry teacher, Scale 1, capable of teaching across the age and ability range including 'A' level.
(2) Physics teacher, Scale 1, capable of teaching across the age and ability range including 'A' level.

HABERDASHERS' ASKE'S HATCHAM (SG)
Jerningham Road, New Cross, SE14 6NY. Tel: 01-639 2777.
Roll: 590.
Required for the Summer Term only, a full-time teacher of Biology.

HIGHBURY GROVE (SB)
Highbury New Park, N5 2EG.
Tel: 01-226 7993. Roll: 1230.
Required from September or asap. Teacher for Chemistry to GCSE and possibly 'A' level to teach integrated science. A Scale 2 available for a candidate with expertise in computer assisted learning and/or administration

HIGHBURY FIELDS (SG)
Highbury Hill, N5 1AR
Tel. 01-226 1525.
Roll: 582. Head: Mrs. M. Mann
Required asap part-time teacher of Biology to GCSE (0.6). Hours negotiable, to cover maternity leave.

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2.
Tel: 01-262 8000 ext. 310.
Roll: 1750. Head: Michael Marland
Required from September 1987. Teacher of Physics, Scale 1. Will also be tutor. This is a well-established, multi-campus school with excellent facilities.

Textiles
RAINE'S FOUNDATION CE (SM)
Approach Road, Bethnal Green, E2 9LY Tel: 01-981 1231.
Roll: 818. Head: D. W. E. Thomas
Required asap *Part-time teacher* of Textiles (0.4). Apply by letter, direct to Head, with details of two referees.

Primary Schools

Posts of Responsibility
ALDERWOOD (JM&I)
Rainham Close, Eltham, SE9 2JH
Tel: 01-850 6841. Roll 375 + 88N
Required from September.
(1) Scale 3 Mathematics who can combine good practice as class teacher with the whole school responsibility for mathematics.
(2) Scale 3 Aesthetics, who can combine good practice as class teacher with whole school responsibility for Art, Craft and Display.

BERGER (JM)
Anderson Road, Hackney, E9
Tel: 01-985 6280. Roll: 190.
Acting Head: Frank Lerner
Required asap. Scale 2 Teacher for the development of Mathematics and Computer throughout the school and with the ability to develop this area of the curriculum.

CHRIST THE KING RC(JM&I)
55 Tollington Park, Finsbury Park, N4 3QW. Roll: 450.
RC teacher for Junior Class required for the Summer Term. Scale 2 post available for suitable candidate. Interest in P.E./or Co-ordinating Nursery/Infant School. Closing date: 10 March.

COOPERS LANE (JM&I) (NC)
Pragnell Road, Grove Park, SE12 0LF. Roll: 350 + 60 Nursery
Head: Mrs B. R. Moar
Required asap. Scale 3 for Mathematics.

EGLINTON (JM)
Whitworth Road, Plumstead, SE18
Tel: 01-854 3802. Roll: 276.
Head: Miss K. Boakes
Required asap. Class teacher Scale 2 with an interest in music and the ability to support and guide *others in this subject.*

ELIOT BANK (JM&I)
Thorpewood Avenue, SE26 4BU.
Tel: 01-699 0586. Roll: 268 + NC.
Acting Head: Mr C. Childs
Required asap. Scale 2 teacher for science throughout the school with the ability to work alongside colleagues in developing and expanding this area of the curriculum. Re-advertisement.

FRANCISCAN (JM&I) (NC)
Franciscan Road, Tooting, SW17.
Tel: 01-672 3048.
Roll: 276 + 50 P/T N.
Head: Clare McDonnell
Required from April. Scale 2 teacher with special responsibility for Science development throughout the 3-11 age range. Commitment to the Authority's Equal Opportunities policy essential.

GAYHURST (I)
First floor, Queensbridge Building, Albion Drive, E8 4ET
Tel: 01-254 4333. Roll: 127 + 20 F/T & P/T Nursery.
Head: Ms Angela C. Ausat
Required asap, an infant teacher, scale 2, for Aesthetics/Expressive Arts. Particular interest in art, craft, dance, music or P.E. helpful
Re-advertisement

GLOUCESTER (JM)
Daniel Gardens, Off Sumner Road, Peckham, SE15. Tel: 01-703 3125.
Roll: 255. Head: Joe Ree
(1) Required asap Scale 2 Teacher for Language Development and Library to join and lead an enthusiastic group of teachers already involved in reviewing the schools policy in line with current research and thinking
(2) Required April or asap. Scale 2 Teacher for Maths and Computer Studies. Plenty of scope for personal initiative.

JULIAN'S (JM&I)
226 Leigham Court Road, Streatham, SW16 2RB
Tel: 01-769 8698 Roll: 200.
Head: Maggie White
Required from April Experienced Reception Class Teacher, Scale 2 Responsibility for Creative Arts. In school with strong links with parents.

MULGRAVE (I)
Rectory Place, SE18
Tel. 01-317 9211. Roll: 200.
Head: Mrs Ann Wiseman
Required from asap, Scale 2, Science/Environmental Studies Teacher who offers, by example, good primary practice. Opportunity to lead staff in order to broaden the curriculum

NETLEY (JM&I)
William Road, NW1 3EN
Tel: 01-387 6601 Roll: 245.
Head: Ms Cathy Brogan
Required from April Language Co-ordinator Scale 2

OUR LADY OF THE SACRED HEART (JM&I)
Eden Grove, Holloway, N7 8EN
Tel: 01-607 3407 Roll: 295.
Head: Margaret R. Bennett
Required asap. (1) Scale 2 post RE/Multicultural Education. Class responsibility for Juniors 7/8 years
(2) Scale 2 post PE/Expressive Arts with particular interest in Music. The successful candidate must be prepared to undertake PE should the current postholder resign. Class *responsibility for Juniors 7/8 years*

POOLE'S PARK (JM)
Lennox Road, N4 3NW.
Tel: 01-272 2655 Roll: 218
Head: Jean Phillips
Required from April Scale 2 Special Educational Needs Class teacher to assist with identification of children with special educational needs and advise colleagues

REDLANDS (JM&I)
Redman's Road, Stepney, E1 3AQ
Tel. 01-790 4534. Roll: 358 plus 26 F/T and 4 P/T Nursery.
Head: Jenny Collier
Required asap Scale 2 Early years + Community Links. To teach the Nursery class and co-ordinate nursery/reception. Work with bi-lingual children/parents an advantage

RIVERSIDE (JM&I)
Janeway Street, SE16 4PS.
Tel: 01-237 3227. Roll: 150 + 10 F/T & 30 P/T Nursery Head: Jane Hills
Required from September or asap. Scale 2 class teacher with responsibility for mathematics curriculum. Scope to develop own interests

ROTHERHITHE (JM)
Rotherhithe New Road, SE16 2PL
Tel: 01-237 2108
Roll: 168, Head: Janice Lloyd
Required from September. Scale 2 teacher for Language and Literacy. Responsibility will include language policy, organisation of resources and library, and working collaboratively to support language development.

ST JAMES' CE(JM&I)
Marina Street, Bermondsey, SE16
Tel: 01-237 3111. Roll: 210
Head: Mrs S. G. Robinson
Required asap. Class teacher (Scale 2), to be responsible for Aesthetics and to give a lead to curriculum development throughout the school.

ST JAMES HATCHAM CE(JM&I)
St James's, SE14 6AD.
Tel: 01-692 4837.
Roll: 186. Head: Mrs Cherry Street
Required from April Job share (0.5) Scale 2 teacher to share responsibility for Art and Environmental Science and to help meet the needs of a lower junior class.

ST JOHN'S CE(JM&I)
Pemberton Gardens, N19
Tel: 01-272 2780.
Roll: 189 + 30 Nursery.
Head: Maureen Tothill
Required asap. Scale 2 teacher for children with Special Educational Needs, to work with children throughout the primary age range. Applicants should be in sympathy with the approach of a Church School

ST JOSEPH'S RC(JM&I)
Gomm Road, Lower Road, SE16 2TY. Tel: 01-237 4038.
Group 4 Head: Sr Margaret Fox
Required from April Scale 2 Special Needs Teacher to take an infant class and to make a significant contribution to the developing of a Special Needs policy. Practising Catholic preferred.

ST MARY, PUTNEY CE(JM&I)
Felsham Road, Putney, SW15 1BA.
Tel. 01-788 9591
Roll 140 Head: Mr J. Ching
Required from September Hall share of Scale 2 Infant teaching post plus responsibility for Mathematics and Science (vacancy Maths).

ST MARY MAGDALENE CE(JM&I)
Godman Road, Consort Road, Peckham, SE15 Roll 218
Head: Mrs P. E. Steadman
Required from April Christian teacher, Scale 2, infant or infant/junior trained to take responsibility for Music and AVA Closing date 17th March 1987.

SHERBROOKE (JM&I) (NC)
Rosaline Road, Fulham, SW6 7QN
Tel. 01-385 3974
Head: Mrs Lorna Venables
Required asap, Scale 2 Mathematics

Other Primary Posts
SHAFTESBURY PARK (JM&I) (NC)
Ashbury Road, Battersea, SW11 5UW. Tel: 01-228 3652
Roll: 163, N 40
Head: Cherry Jackson
Scale 2 for Maths and Science A teacher committed to direct experience needed *as leader and* consultant to colleagues

SIR JOHN LILLIE (JM&I) (NC)
Lillie Road, SW6 7LN
Tel: 01-385 2107.
Roll 190 Head: Miss C. R. Scott
Required from April Scale 2 Nursery, or Lower Primary Range teacher to develop science throughout the school NJS

SWAFFIELD (JM&I)
St Ann's Hill, SW18 2SA
Tel. 01-874 2825
Roll: 230 + 50 Nursery
Required from April Scale 2 Music. Class teacher to develop and co-ordinate music through recently amalgamated school

BENTWORTH (JM&I)
Bentworth Road, W12 7AJ.
Tel. 01-743 2527.
Roll: 210 + 50 P/T N.
Head: Mrs M. R. Kidby
Required asap Full-time teacher for at least 0.5 music and relieving teachers involved in section 11 work

CHARLTON MANOR (JM)
Hornfair Road, SE7 7BE.
Tel 01-856 6117.
Roll: 340. Head: B. J. Ashley.
Required from April 0.3 Part-time S.E.N. Support Teacher.

CHRIST CHURCH CE(JM&I)
Christchurch Street, SW3 4AR.
Tel: 01-352 5708. Roll: 190
Head: Mr W. N. B. Richardson
Required from April '87 Scale 1 teacher. Initially this is a Temporary Terminal appointment in the infant department.

DE BEAUVOIR (I)
Tottenham Road, London N1
Tel: 01-254 1447.
Roll: 140 + 35 Nursery.
Acting Head: Mrs Sheila Cook
Required asap. Experienced non-class based teacher, Scale 1, for section 11 (Special Needs/ESL) work, alongside and release colleagues across the school, including Nursery.

FLEET (JM&I)
Fleet Road, NW3. Tel: 01-485 2028.
Roll: 210 + Nursery
Head: Ms P. A. Hollister
Required from April. 0.4 Teacher to work alongside junior teachers. Days by negotiation.

JOHN BURNS (JM&I)
Wycliffe Road, SW11 5QR.
Tel: 01-228 3837
Group 5 Head: Valerie Singleton
Required from April Opportunity Class teacher. Scale 1 + SSA
Re-advertisement

KENTISH TOWN SCHOOL (JM&I)
Islip Street, NW5 2TU
Tel: 01-485 1279
Roll: 246 + 20 P/T 15 F/T Nursery
Head: Elizabeth Owens
Required asap. 0.5 Part-time teacher to support language development throughout the school and to include E2L support.

MANORFIELD (JM&I)
Wyvis St, Poplar, E14 6QD.
Tel: 01-987 1923
Roll: 215. Head: Mr Kenneth Young.
Required asap 0.5 teacher (plus extra 0.3 is wanted covering for teacher release) to work alongside teachers mainly in infant classes.

MOSTYN GARDENS (JM&I) (NC)
Cowley Road, SW9
Tel: 01-735 4406.
Roll: 175 + F/T & P/T Nursery
Head: Ms V. Phillips
Required from April. Teacher Scale 1 to cover maternity leave Top Infant class.

MAYATT GARDEN (JM&I)
Rokeby Road, SE4 1DF.
Tel: 01-691 0811. Roll: 300.
Acting Head: M. W. Parsons
Required asap. Part-time teacher (0.4) with infant experience.

OLD FORD (I)
Wrights Road, Bow, E3 5LD.
Tel: 01-980 1503. Roll: 240.
Head: Ms C. A. Constantil
Required from April. Scale 1 class teacher to join a school committed to the development and implementation of strategies for the development of Equal Opportunities and Co-operative learning.

OUR LADY OF THE SACRED HEART (JM&I)
Eden Grove, Holloway, N7 8EN
Tel 01-607 3407. Roll: 295
Head: Margaret R. Bennett
Required asap 0.2 Special Needs – hours negotiable.

PETER HILLS WITH ST MARY'S & ST PAUL'S CE(JM&I)
2 Beatson Walk, Rotherhithe, SE16
Tel 01-237 2654.
Roll. 125 + 25 F/T Nursery.
Head: Mr J. R. Cheeseman
Required asap (1) Part-time teacher (0.3) to help with remedial work and to do some class teaching.
(2) Teacher for an Infant Class. The school is situated in the Surrey Docks development area in the midst of new housing. A practicing Christian preferred.

POOLE'S PARK (JM)
Lennox Road, N4 3NW.
Tel. 01-272 2655
Roll: 218, Head: Jean Phillips
Required asap 0.5 Teacher to work alongside other teachers in the classroom to ensure all children have access to the curriculum we provide

ROTHERHITHE (JM)
Rotherhithe New Road, SE16 2PL
Tel. 01-237 2108.
Roll 168 Head: Janice Lloyd
Required for Summer Term Part-time teacher (0.4) to work collaboratively fostering positive work patterns and social skills amongst children to promote achievement

SACRED HEART (JM)
212 Hammersmith Road, W6.
Tel: 01-748 8706. Roll: 240.
Head: Sister Jane Maltby
Required asap Temporary, part-time for music in school with lively tradition of music-making.

ST ANN'S (JM&I)
363 Kennington Lane, SE11 5QY.
Tel 01-735 4516
Roll: 260. Head: Mr A. J. Fairman
Required asap 0.8 teacher to organise and co-ordinate work funded by Section 11 across the primary age range

ST JOSEPH'S RC(JM&I)
Pitman St, Camberwell, SE5.
Tel: 01-703 3455.
Roll: 195 Head: Mr A. G. Mahoney
Required asap. Class teacher Scale 1 for Junior class.

ST MARY MAGDALENE SCHOOL CE(JM&I)
Godman Road, Consort Rd, Peckham, SE15 Tel: 01-639 1724.
Roll: 218.
Required from April (1) Scale 1 Christian teacher with good Primary practice for Junior class.
(2) Scale 1 Christian teacher with good Primary practice – infant/junior trained
(3) Part-time teacher 0.4 to join enthusiastic colleagues in developing work funded by Section 11 for multi cultural education. Closing date for all *these posts 17th March.*

ST MARY'S & ST MICHAEL'S RC(I)
Sutton Street, E1 0BD
Tel 01-790 2852. Roll: 217.
Head: Sister Josephine Browne
Required asap Scale 1 teacher for Infant Class, to cover Sabbatical leave till end of Summer Term '87

Nursery Education
BAYONNE (N)
50 Paynes Walk, W6 8EN
Tel: 01-385 5366 Roll: 36 f/t 48 p/t.
Head: Margaret Laffy
Required from April 0.2 part-time teacher.

BRAMBER (N)
Bramber Road, W15.
Tel: 01-385 5489. Roll: 69 f/t 50 p/t.
Head: Mrs Eleanor Fox
Required asap 0.5 nursery teacher to work throughout the school.

EDWARD WILSON (JM&I) (NC)
Senior Street, W2 5TL.
Tel: 01-289 1415.
Roll: 203 + 60 Nursery
Acting Head: Mr H. Kisen
Required asap. Scale 2 Nursery Teacher.

GAINSBOROUGH (JM&I) (NC)
Berkshire Rd. E9. Tel: 01-985 4622.
Roll: 180. Head: J. M. Kerrigan
Required asap (1) Nursery teacher to work in this small nursery unit, working closely with colleagues in integrating the nursery into the school. (2) Scale 2, music and special needs, to support colleagues in developing the arts and be responsible for the part-time music tutors and implementing the schools special needs policy

ROEHAMPTON GATE (JM&I)
Danebury Ave, SW15 4PD.
Tel: 01-878 3715
Roll: 159 + Nursery 20 f/t, 20 p/t + 20 p/t pm. Head: Mrs W. Steyn
Required asap. Nursery teacher Scale 2 for off-site Nursery Unit. Home/school liaison is a vital part of our work and the ability to develop particular aspects of the curriculum, e.g. music, mathematics, an advantage.

ST MICHAEL'S (JM&I) (NC)
66 Camden Street, Camden Town, NW1. Tel: 01-485 8968
Required asap. Nursery teacher part-time.

Other Appointments
SOUTH WESTMINSTER SUPPORT UNIT
271 Kennington Lane, SE11
Tel: 01-582 4080
Required asap Scale 2 teacher for this off-site support centre working with disaffected young people from Secondary Schools. To teach across the curriculum but an interest in Art and Craft would be an advantage. **Please contact Stan Leszczynski (582 4080) for appointment. Application forms from Jacqui Giffin DO2, 3 Picton Place, W1 (486 0190 ext. 223).**

UNATTACHED PRIMARY TEACHER
Language Support Division 6, (Greenwich)
Scale 2 required asap. To offer support to those schools who are in the process of developing their language/literacy policy. Will work closely with the primary inspectorate and staff from CLPE
Further details from Divisional Office 6, Riverside House, Beresford Street, SE18.
Tel: 858 3161.

UNIFIED LANGUAGE SERVICE
(1) ENGLISH LANGUAGE CENTRE FOR DIVISION 8, primary ESL base St George's School, Lambeth Road, London SE1 Post Ref. 28/87 Primary ESL teacher (Scale 2) to work in schools and resource centre
(2) ENGLISH LANGUAGE CENTRE FOR DIVISION 1, primary ESL resource base, Miles Coverdale School, Coverdale Road, London W12. Post Ref 29/87. Primary ESL teacher (Scale 2) temporary until December 1987 required to work in schools and resource base
Teaching experience in multilingual primary schools essential
Bilingualism an advantage
(3) ENGLISH LANGUAGE CENTRE FOR DIVISION 5, 47 Ramsey Street, London E2. Post Ref 30/87. Secondary ESL teacher-adviser (Scale 3) to support learning and language development of bilingual pupils in schools and to take responsibilities at Centre. Bilingual applicants particularly welcome.
Apply to PER/PS3(c), Room 70, The County Hall, (MB), SE1 7PB.

MOTHER TONGUE TEACHER OF BENGALI (PRIMARY)
ILEA Division 4 (Hackney) – Post Ref. 31/87. Full-time. Based at *Parkwood and Sebright Primary* Schools. Scale 2 allowance available in appropriate circumstances
Apply to PER/PS3(c), Room 70(MB), The County Hall, London SE1 7PB. Re-advertisement of post 82/86 – previous applicants need not re-apply

Scale 1 Supply Teachers
There are currently opportunities available in some 1,050 Nursery, Primary, Secondary and Special Schools throughout Inner London for supply teachers who have satisfactorily completed their probation. There are opportunities for permanent appointment as a cover teacher (not in special schools) as well as on a casual supply basis. If you are interested in pursuing a worthwhile career working in education and would like to receive further details and an application form, contact the Teaching Staff section at the undermentioned Divisional Offices, who will be pleased to hear from you:

Hammersmith & Kensington	01-603 3388
Lewisham	01-698 4633
Camden & Westminster	01-486 0190
Southwark	01-703 0855
Islington	01-272 7727
Lambeth	01-274 6288
Hackney	01-802 3177
Wandsworth	01-874 7262
City & Tower Hamlets	01-790 1288
Special Schools – all areas	01-633 7071
Greenwich	01-855 3161

Inner London Education Authority
ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

SECONDARY COMPUTER STUDIES
continued

STAFFORDSHIRE
HAGLEY PARK COMPREHENSIVE SCHOOL
Burnthill Lane, Rugeley WS15 2HZ
An experienced well qualified teacher is required as soon as possible to be Head of the Computer Education and Information Technology Department in this school. (Scale 3 post).
The school is very well equipped and offers courses to 'O' Level (eventually G.C.S.E.) and 'A' Level G.C.E.
Application forms and further particulars may be obtained from the Headteacher at the above address.
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. (44909) 132018

SURREY
EDUCATION COMMITTEE
DE BURGH SCHOOL
Merefield Gardens, Tadworth KT20 5JZ
Tel: Burgh Heath 62531
(12-18 Mixed Comprehensive, NOR 620, Sixth Form 75)
Required for Easter 1987 or for September 1987 a Head of Computer Studies, Scale 3 *to take charge of Computer* development in the school and also to teach in the Maths Department.
Further details and application form from the Headteacher. (49108) 132018

Scale 2 Posts and above

BROMLEY
RAVENSBOURNE SCHOOL FOR BOYS
Hayes Lane, Bromley, Kent BR2 9EH
Tel: 01-460 0083
For summer term 1987 or as soon as possible thereafter a teacher of Computer Studies - Scale 2. This post offers the opportunity for an enthusiastic teacher to become involved in the department of all aspects of Computer Education within the school. The school has two independent networks, one RML and the other BBC. *These are* used for CAL and in teaching Information Technology in years 1 to 3, GCSE in years 4 and 5 and Computer Science to A level. You would be expected to contribute to these areas. There are strong links between the Science and Computer Education Departments and so an interest in the teaching of Technology and Science would be an advantage, as would a willingness to promote the role of the computer in other areas of the curriculum via INSET, etc.
Application forms and *further details available* from/returnable to the Headteacher (large sae) by 26th March 1987. (35237) 132020

ENFIELD
LONDON BOROUGH OF ENFIELD
ENFIELD GRAMMAR SCHOOL
Market Place, Enfield EN2 6LN
Roll 1050
There will be a vacancy in September in this Voluntary Controlled 11 to 18 Comprehensive School for boys for a teacher of COMPUTER STUDIES (Scale 2 or 3 depending *upon experience*) to be responsible for the subject and to teach it to G.C.S.E. and 'A' level standard.
London Allowance, £795.
Applications including a curriculum vitae and the names of two referees should be made by letter to the Headmaster as soon as possible.
An equal opportunity employer. (49919) 132020

HERTFORDSHIRE
CHANCELLOR'S SCHOOL
Pine Grove, Brookmans Park, *Hatfield*
Tel: Potters Bar 50702
Required for September, 1987, a Teacher of Computer Studies, Scale 2, to take responsibility for the overall organisation of the subject which is taught to GCSE and 'A' level.
Several colleagues share with teaching of Computer Studies and the appointed person will be expected to work *closely* with them.
Very good facilities. Opportunity to teach second subject.
Please apply by letter giving the names and addresses *of 2 referees. Further particulars* from the Head at the School. (35049) 132020

SURREY
EDUCATION COMMITTEE
THE BISHOP WAND C. OF E. (AIDED) SECONDARY SCHOOL
Layton's Lane, Sunbury-on-Thames, Middlesex TW16 6LT
Required for September, teacher in charge of COMPUTER STUDIES, with some mathematics teaching (preferably to A/level) in this 11-18 mixed comprehensive school, 600 on roll including 90 in the Sixth Form. The subject is taught to GCSE; Lower School computer awareness and Sixth Form IT courses. *Good facilities; interesting* developments. Scale 2 post, or 3 for a well-qualified and experienced candidate who could also take responsibility as Second in the Mathematics Department. Fringe London Allowance. Candidates should be in sympathy with the Christian foundation of the school.
Details and application forms from Headmaster, D.G. Jones, M.A., (Tel: Sunbury 787537). (44807) 132020

Scale 1 Posts

SURREY
EDUCATION COMMITTEE
THE BISHOP WAND C. OF E. (AIDED) SECONDARY SCHOOL
Layton's Lane, Sunbury-on-Thames, Middlesex TW16 6LT
Required for September, *teacher of COMPUTER STUDIES* with Mathematics (preferably to A/Level) in this 11-18 mixed comprehensive school, 600 on roll including 90 in the Sixth Form. The subject is taught to GCSE; Lower School computer awareness and Sixth Form IT courses. Good facilities; interesting developments. This post could suit an enthusiastic newly qualified teacher, keen to gain sound experience in a well-established Department. Fringe London Allowance. Candidates should be in sympathy with the Christian foundation of the School.
Details and application forms from Headmaster, D.G. Jones, M.A., (Tel: Sunbury 787537). (44806) 132022

Education
Afro-Caribbean Education Project
Team Members (2 Posts)
(Scale 3)
Enthusiastic and committed teachers are required for September to be part of this innovative Project. The team members work closely with each other, schools and community towards a better educational future for children of Afro-Caribbean descent. Candidates should have experience and understanding of black people in contemporary society.
Post 1 (Primary)
A teacher researcher to co-ordinate the research of the Team and to compute Team data. The post holder will have a teaching *commitment*.
Post 2
A teacher with graphic, artistic or creative skills who will help to develop resource materials for use in Primary Schools in particular. The successful candidate will work with team members and other teachers to identify areas of need, to develop Afro-Caribbean materials. There will also be a primary teaching role. Please state curriculum strengths and interests.
Application forms and further details are available (s.a.e.) from the Project Leader, The Afro-Caribbean Education Project, Mundella Centre, Green Street, Nottingham, NG2 2LA. Closing date 20 March.
An Equal Opportunity Employer.
Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

Craft, Design & Technology

Heads of Department

HAMPSHIRE
ST. EDMUND'S SCHOOL
Arundel Street, Portsmouth PO1 1RX
(Catholic Voluntary Aided 11-18+, Strong Sixth Form)
SCALE 4 - HEAD OF CRAFT DESIGN TECHNOLOGY
Curriculum Vitae and name of two referees to the Headteacher. The County Council pursues a policy of equality of *opportunity. Applications particularly welcome from people* with disabilities. Closing date 27th March 1987.
(44954) 132118

HAVERING
LONDON BOROUGH OF HAVERING
CAMPION SCHOOL
Wingletye Lane, Hornchurch RM11 3BX
Tel: Hornchurch 52332
Headteacher: Dr. J.F. Rowbottom B.Sc., P.Hd., D.I.C.
Voluntary Aided RC 11-18 School
Roll: 760 Boys Sixth Form 160
Required for September 1987 Head of Design Technology, Scale 3. An experienced teacher is required to lead this *Department, teaching to* G.C.S.E. in Design Realisation and Design Communications.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (44917) 132118

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ROTHELAWE SCHOOL
Jemmett Road, Ashford, Kent TN23 2QE
Roll 504 Mixed
HEAD OF CDT, Scale 3
Required for September 1987.
Letter of application (or Form T1) giving the names and addresses of two referees should be sent to the Headmaster, from whom further details *may be obtained.*
Closing date 20th March 1987. (35319) 132118

Scale 2 Posts and above

BARNET
LONDON BOROUGH
ST. JAMES' CATHOLIC HIGH SCHOOL
Orange Hill Road, Edgware, Middx. HA8 0ST
Tel: 01-959 3410
V.A. Mixed Comprehensive.
Roll 1053. Sixth Form 138
Required September 1987 an experienced teacher of CRAFT DESIGN and TECHNOLOGY SCALE 1 to join a progressive and expanding Department. The successful candidate will teach CDT, Design and Realisation and Design and Communication to GCSE and 'A' level standard. The department at present is being remodelled and equipped to meet the needs of TVEI, Technology, Design and Realisation. Scale 2 may be available for suitably experienced candidate. Practising Catholic preferred.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (49925) 132120

ENFIELD
LONDON BOROUGH OF *ENFIELD*
ENFIELD CHACE SCHOOL
Holly Walk, Enfield, Middx. EN2 6QG
Roll 1140
Required, September 1987, *teacher of CRAFT, DESIGN &* TECHNOLOGY (Scale 3) to act as Second in the C.D.T. Department. The successful candidate will have a wide experience in multi-material workshop skills and be competent graphical communication. He/she should be flexible in approach and wish to become involved in the planning and establishment of a range of modern causes for all age groups.
The school is a T.V.E.I. base for Technology and Control. In addition, 'A' Level Technology and G.C.S.E. Design and Relaxation courses have been introduced. *The school has* a wide range of computer controlled equipment including C.N.C. lathes and C.A.D. equipment. While some knowledge of Electronics/Computer Control would be useful, a willingness to be involved in the department of this expanding area is more important.
London Allowance, £795.
Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (large SAE) obtainable from, and to be returned to, the Headmistress. Closing date 20th March, 1987.
An equal opportunity employer. (49915) 132120

HERTFORDSHIRE
LONGDEAN SCHOOL
Bennetts End, Hemel Hempstead, Herts.
Group 12 (1167 pupils, 150 in VIth Form)
Required for September (Scale 2 teacher of C.D.T.). An experienced Teacher is sought who can offer the full range of C.D.T. subjects in a well established department. A particular interest in Technology would be welcomed, but is not essential.
Apply by letter to the Headmaster with full curriculum vitae and the names and *addresses of two referees.* (44875) 132120

HILLINGDON
LONDON BOROUGH OF HILLINGDON
BISHOPSHALT SCHOOL
Royal Lane, Hillingdon, Uxbridge UB8 3RF
Number on roll: 878 142 in Sixth Form
Headteacher: Dr L. Buther. B.A., Ph.D.
Required *for September* 1987 a teacher of Craft, Design and Technology (Scale 2). The person appointed will be second in a department of four *teachers. There are excellent facilities* in three well equipped workshops and a large Drawing Office.
This is an established department with well supported and successful courses, particularly in Modular Technology and Advanced Level Design and Technology.
Bishopshalt School is situated among its own pleasant gardens and playing fields within Hillingdon Village Conservation Area. The Authority borders *Hertfordshire and Buckinghamshire* and yet therre is easy access to London Via the M4 or London Underground.
It is hoped to appoint a teacher who will make a full contribution to the school's extra curricular activities.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
Outer London Allowance Payable.
(44843) 132120

NOTTINGHAMSHIRE
NOTTINGHAM HIGH SCHOOL
Design Technology enthusiast required at Nottingham High School. Design Technology enthusiast required for September - see under Independent Schools. (44406) 132120

Scale 1 Posts

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
DESBOROUGH SCHOOL
Shoppenhangers Road, Maidenhead
NOR: 1078
Required September 1987, a teacher (Scale 1) of CRAFT, DESIGN AND TECHNOLOGY to join a vigorous and effective department in this well-established boys' comprehensive school, offering courses to GCSE and 'A' levels in Design/Realisation, Design Communication and Technology.
Apply by letter to the Head*master enclosing* c.v. and names and addresses of two referees.
No closing date.
Berkshire has a scheme of reimbursement of lodging and *removal expenses.*
An Equal Opportunity Employer. (35078) 132122

BERKSHIRE
THE BULMERSHE SCHOOL
Chequers Way, Woodley, Reading RG5 3EL
NOR: 1380
Required for September 1987 a Scale 1 energetic and enthusiastic teacher of CDT to join a department of 5. Interest in motor mechanics would be useful but not essential.
Excellent scope of newly qualified person.
Apply by letter, with s.a.e., quoting two referees, to Headmaster at School.
Closing date: 3rd April 1987.
Berkshire has a scheme of *reimbursement of lodging and* removal expenses.
An Equal Opportunity Employer. (35077) 132122

BEXLEY
LONDON BOROUGH
ST. CATHERINE'S R.C. SCHOOL FOR GIRLS
Watling Street, Bexleyheath, Kent
Tel: 0322 56333
Voluntary Aided Comprehensive 4 F.E. Roll: 710, VIth Form 100
Required for September 1987, qualified teacher of Art/CDT to join a lively and well equipped department to teach across the the 11-18 age and ability range (GCSE and possibility of 'A' level work). Preference will be *given to candidate who can* also offer one or more of the following: Mathematics, French, Spanish. Possibility of Scale post for suitable candidate.
Application *forms* are available from the Headmistress at the School. Please send c.v. together with the names and addresses of two referees. (35308) 132122

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
JOHN HAMPDEN GRAMMAR SCHOOL
Marlow Hill, High Wycombe, Bucks. HP11 1SZ
Required for September a teacher of C.D.T. to join a *large Department at this* technologically based Grammar School: Over 1000 C.D.T. candidates annually at O/GCSE level. Established GC and DT courses to A level. R and D work with local and national companies. Local and national competition successes. Interest in pure technology an advantage. Ideal post for first appointee. Scale 2 available for suitably qualified and experienced candidate.
Further details and application forms available from the Headmaster on receipt of a stamped addressed envelope. Closing date 20th March 1987. (00897) 132122

BROMLEY
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent TN16 3AU
Tel: 0959 74043
For September 1987 a teacher of CRAFT/DESIGN TECHNOLOGY (Scale 1) for this 6 form entry purpose built 11-18 comprehensive school with a well established Sixth Form of 120. We are looking for an enthusiastic professional who is able to inspire young students *through the work of this* progressive department including Art & Design, operating within a Design Studies Faculty.
Situated in the green belt on top of the North Downs the school is within easy reach of a wide variety of accommodation. Outer London Allowance payable.
Details/application forms from and returnable to the Head Teacher (large s.a.e.) by 26th March 1987.
(35234) 132122

HAMPSHIRE
HOUNSDOWN COMPREHENSIVE SCHOOL
Jacobs Gutter Lane, Totton, Southampton
N.O.R. 750 approx.
(12-16)
SCALE 1
Teacher of Craft, Design and Technology in progressive department. Required September 1987.
Sae(F) to Headteacher for further details.
The County Council pursues a policy of equality of opportunity.
Applications particularly welcome from people with disabilities. (44952) 132122

HAMPSHIRE
HARDLEY COMPREHENSIVE *SCHOOL*
Long Lane, Fawley, Southampton, Hants.
N.O.R. 800 approx.
SCALE 1 TEACHER OF CRAFT, DESIGN AND TECHNOLOGY
Required September 1987.
Applicants are restricted to students seeking a first teaching appointment.
Sae(F) to Headteacher for further details.
The County Council pursues a policy of equality of opportunity.
Applications particularly welcome from people with disabilities. (44953) 132122

HERTFORDSHIRE
TOWNSEND CHURCH OF ENGLAND SCHOOL
High Oaks, St. Albans, Herts.
Group 10
Required as soon as possible a temporary teacher for Craft, Design and Technology, in a department offering a modern approach to CDT teaching. The successful candidate will be expected to *teach lower school technology*, technical graphics and practical work in a workshop. Upper school work includes CDT. Technology, CDT. Design and Realisation *and some Graphics work* to GCSE level. It might be possible to alter the teaching schedule to suit the requirements and expertise of applicants.
This is a five-form entry all-ability mixed school with 640 on roll and modern purpose built accommodation.
Apply by letter to the Head at the school with C.V. and names of referees. No forms. Please enclose a stamped addressed envelope.
(44869) 132122

HERTFORDSHIRE
QUEENS SCHOOL
Aldenham Road, Bushey, Watford
Roll: 1300 mixed all ability with a large 6th form
Required April, for one term, TEACHER FOR CDT. This is a *head of department post* on a closing site (Grange Park) and could carry an allowance. A permanent Scale 1 post would be available on the school's main site (Aldenham Road) from September. London fringe allowance £282.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (44661) 132122

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
MASCALLS SCHOOL
Gedges Hill, Paddock Wood, Kent TN12 6LT
11-16 Co Educational Comprehensive - Roll 1350
CDT SCALE 1
Required for September.
Enthusiastic qualified CDT specialist to join a developing *department within* a recently formed Faculty of Creative Studies. Well equipped, popular school in favoured area. Ideal opportunity for newly qualified applicants.
Please apply to the Headmaster by letter naming two professional referees. SAE please. (35320) 132122

SOLIHULL
EDUCATION COMMITTEE
WHITESMORE SCHOOL
Chapelhouse Road, Chelmsley Wood, Birmingham B91 5JS
Tel: 021 770 4431
Required for 27th April 1987, in this 11-18 all-ability school, until 31st August 1987 in the first instance, a Scale 1 teacher of Craft, Design and Technology, to teach throughout the school including an involvement with the T.V.E.I. Manufacturing Technology course.
Apply by letter to the Headteacher, enclosing C.V. and S.A.E. (49906) 132122

SURREY
EDUCATION COMMITTEE
SALESIAN SCHOOL
Guildford Road, Chertsey, Surrey
RC 12-18 mixed comprehensive, NOR 926 (in 6th Form)
Required for September 1987, Teacher of Craft Design & Technology.
Applications are invited from well qualified, enthusiastic and highly motivated graduates to teach Craft Design & Technology.
You should be familiar with the problem-solving approach to CDT and be able to offer assistance in the teaching of Technology. The Craft Rooms are in a modern block and will include a Technology base from this September.
It is a developing department and will have links with CPVE from September 1987 and TVEI from 1989.
Scale 1. Scale 2 to suitably experienced candidate.
Application forms and further information are obtainable from the Headteacher of the School.
Closing date: 16th March 1987. (35081)

Economics & Business Studies

Heads of Department

ENFIELD
LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
Roll 940
HEAD OF BUSINESS STUDIES: SCALE 3
Required September 1987 well-qualified, forward-looking teacher with leadership qualities to continue the development of this successful *department*.
The Department, which recently moved into a new purpose-built suite of rooms has received substantial local authority funding to buy electronic equipment.
'A' level Business Studies with Information Technology (Cambridge Mode 3); GCSE Business Studies, Commerce, Office Technology with Communication and Typewriting are all popular option courses in the 4th, 5th and 6th years. Salisbury School is fully involved in TVEI. 16-19 C.P.V.E. and the Borough's Collegiate system. The Business *Studies Department* makes a significant input into the curriculum developments. Salisbury school is situated within each reach of the M25 Motorway and Green Belt amenities.
London Allowance £795.
Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (large SAE) obtainable from, and to be returned to the Head Teacher. Closing date 20th March 1987.
An equal opportunity employer. (49907)

ESSEX
COUNTY HIGH SCHOOL
Audley End Road, Saffron Walden CB11 4UH
Tel: (0799) 27585
(Roll 1,350 11-18 Co-ed Comprehensive, Sixth Form 185)
HEAD OF ECONOMICS AND BUSINESS STUDIES Scale 4
Required for September well qualified and experienced Economist capable of developing Economic understanding in the main School and teaching to *University Entrance* level in a large Academic Sixth Form. The successful candidate will take responsibility for Business Studies for which there are ambitious plans, and will *therefore* be able to demonstrate a thorough grasp of ... temporary provision. Closing date 19th March 1987.
Further details and application forms from the Headteacher (foolscap sae please).
(49989)

HAVERING
LONDON BOROUGH OF *HAVERING*
CHAFFORD SCHOOL
Lambs Lane, Rainham RM13 9XD
Tel: Rainham 52811
(Roll 806 Mixed)
Headteacher: A.W. Grantham, B.Sc.
Required for September 1987 (or earlier if possible) Head of Information, Business and ... Studies, Scale 3, to lead ... *Hampshire* BIS and new ... approaches to economic ... and keyboard applications years 1-6.
Letters of application enclosing full curriculum vitae and the names of two referees should be *sent* to the Head teacher. (44651)

HERTFORDSHIRE
SIR JAMES ALTHAM SCHOOL
Little Oxhey Lane, South Oxhey, Watford
Required September ... HEAD OF ... STUDIES. Scale ... fringe allowance ... [illegible] equipped rooms ... tronic typewriters and ... Nimbus microcomputers ... excellent word processing ... data base and ... packages. Scope for ... development by an ... and lively teacher.
Apply by letter ... giving curriculum vitae ... names, addresses ... phone numbers of ... referees. (44660)

SECONDARY ECONOMICS & BUSINESS STUDIES
continued

HAVERING
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
Havering Road North, Romford RM1 4YY
Tel: Romford 47353
Headteacher: D.A. Steward, B.A.
Roll: 1010 Mixed
Required for September 1987 Co-Ordinator of Information Technology, *Scale 4*, for this 11-18 mixed Comprehensive TVEI School. An experienced teacher is required to bring together the areas of Business Studies, Information Technology, *Office Practice*, Accounts and Applied Computing. This is an exciting and challenging post suitable for candidates from either Business Studies or Computing offering the successful applicant the opportunity to develop new *areas of the* curriculum. The School has a fully equipped Computer Room and further developments already started include a Model Office, a Learning Resources *Unit* and more computing facilities.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher.
Closing date: 20th March 1987. (44658) 132218

NORTHAMPTONSHIRE
DEANSHANGER
KINGSBROOK SCHOOL
Stratford Road, Deanshanger, Milton Keynes MK19 6HN
Required April or September an enthusiastic and experienced teacher of Commercial Subjects to be Head of Business Studies *(Scale 2). Courses* in typewriting, information and office technology and business studies are well-established and popular; the department plays a key role in Sixth Form courses including CPVE. The successful candidate must possess the ability to run a modern department in a rapidly expanding and changing curriculum area with TVEI *developments in* prospect. Spacious specialist accommodation is newly built and excellently equipped with electronic typewriters, computers and *word processing facilities.*
Kingsbrook School is a 700 pupil 11-18 rural comprehensive school with excellent facilities, pleasantly situated on the borders of South Northants within easy reach of Milton Keynes and the M1.
Application forms and further details available *from the Headmaster (sae).*
Closing date a fortnight after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(44910) 132218

Scale 2 Posts and above

CROYDON
OLD PALACE SCHOOL
(Independent *Day School* 750 girls)
Required for September 1987, well qualified Honours Graduate to teach Advanced Economics. The school has a thriving sixth *form Economics* Department. Salary Burnham Scale III.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, *Old* Palace Road, Croydon CR0 1AX.
(49938) 132220

CROYDON
TRINITY SCHOOL
Croydon
HONOURS GRADUATE
To teach Economics and Business Studies to A-level required for September 1987 - See Independent Schools.
(35304) 132220

Scale 1 Posts

CALDERDALE
METROPOLITAN BOROUGH
HALIFAX CATHOLIC HIGH SCHOOL
Holdsworth Road, Holmfield, Halifax HX2 9TH
Roll 808/135
Required from April 1987 for the Summer Term only, a temporary teacher of ECONOMICS (Scale 1) to 'A' level and C.S.E.
Application forms for the above post obtainable (on receipt of foolscap SAE) from the Chief Education Officer, PO Box 33, Northgate House, Northgate, Halifax HX1 1UN, to whom completed forms should be returned quoting post reference number by 18th March 1987.
The Council is committed to being an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, age, disability, sexual orientation or marital status who have the necessary attributes for the post.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESEND GRAMMAR SCHOOL FOR BOYS
Church Walk, Gravesend DA12 2PR
Roll 538. *Sixth Form* 181
Summer or Autumn Term 1987. Teacher of ECONOMICS and/or POLITICS Scale 1, required for this expanding five form entry 13-18 selective school. Teaching requirement is mainly for sixth form A level courses. A temporary appointment for the Summer Term would be considered.
Further details and application form (SAE please) from Headmaster.
(35321) 132222

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN GIRLS' SCHOOL
Richmond Road, Kingston upon Thames, Surrey KT2 5PL
Tel: 01-546 0773
No. on Roll: 756 inc. 183 in the 6th Form
Headmistress: Dr H.A. Nicolle, M.A. (Oxon) Ph.D.
Required for September 1987, an assistant teacher of ECONOMICS to join a lively and flourishing department.
Economic literacy, GCSE Business Studies, A Level Economics and A Level Business Studies are offered in this TVEI School.
Scale 1 post. London Allowance £726.
Apply by letter to the Headmistress at the school enclosing full curriculum *vitae and the names*, addresses and telephone numbers of two referees by Friday March 20th 1987.
AN EQUAL OPPORTUNITIES EMPLOYER.
(44820) 132222

MERTON
URSULINE HIGH SCHOOL
15 The Downs, Wimbledon, London SW20 8HD
Girls' Roman Catholic Comprehensive High School, 13+-18+ (8.f.e.) 870 on roll, 200 in the 6th Form
Required September, teacher of Economics, to teach A Level Economics. (Scale 1). Ability to teach a second subject is essential. Part-time applicants will also be considered.
Applications to the Headteacher with names and addresses of two referees and s.a.e. for acknowledgement.
(44863) 132222

NORTHAMPTONSHIRE
NORTHAMPTON WESTON FAVELL UPPER SCHOOL
Booth Lane South, Northampton NN3 3EZ
Teacher of GEOGRAPHY and ECONOMICS.
See under 'Geography' : Scale 1 Post.
(44905) 132222

REDBRIDGE
VALENTINES HIGH SCHOOL
Cranbrook Road, Ilford, Essex IG2 6HX
Tel: 01-554 3608/518 1471
Required for September 1987 in this comprehensive school of 1,000 pupils; an enthusiastic teacher of Business Studies/Economics. Due to expansion this innovative department now requires another member of staff. *There is a* wide range of subjects within the department, including TVEI modular courses, GCSE Economics, Commerce, Accounting and *Keyboarding*, as well as 'A' level Economics and Business Studies.
The post is on Scale 1 with Outer London Allowance; assistance with legal fees for house purchase and resettlement expenses where appropriate is given in approved cases.
Application forms and further *details available* from the Headmaster at the School. (35127) 132222

SURREY
WILSON'S SCHOOL
Mollison Drive, Wallington, Surrey
Scale 1 Post
Required for April or September 1987 at *this* Voluntary Aided School, a qualified Economist to take a full share in the teaching of the subject throughout the School from the Fourth Year GCSE to 'A' and 'S' level. An interest in teaching Business *Studies* would be an added advantage.
The School of 740 boys has an intake of strong academic ability, with a Sixth Form of 140. It would be an added recomendation *if the person* appointed is able to contribute to the extra curricular life of the School.
Further particulars may be obtained from the School by *sending* a stamped addressed envelope.
Applications to The Headmaster at the School, with a complete curriculum vitae and the names of two referees, to be received by Friday, 20th March 1987. (49957) 132222

English

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
TONBRIDGE HAYESBROOK SCHOOL
Brook Street, Tonbridge, Kent TN9 2PH
Roll 500, 11-16 Boys
HEAD OF ENGLISH DEPARTMENT, (Scale 3)
Required for September, experienced teacher of English to take charge of this important *subject in this small*, successful all boys school. Two other full-time teachers share the teaching across the age and ability range, leading to GCSE for a majority of boys. The *department is well resourced* and there is a first class library of 20,000 new volumes in all categories.
The ability to use the well appointed stage facilities to present drama productions would be a considerable asset.
Letter of application and full CV together with names and addresses of two professional referees to the Headmaster. Further details of the school *and department available on* request with SAE.
(35322) 132418

NORTH YORKSHIRE
NORTHALLERTON GRAMMAR SCHOOL
Grammar School Lane, Northallerton, North Yorkshire DL6 1DD
14-18 Comprehensive with 945 on roll, 230 in Sixth Form
HEAD OF ENGLISH, Scale 4
Required for September 1987, for this Upper School, with 230 in the Sixth. The successful candidate will play a key role at a time of exciting developments in the school.
Further particulars from the Headmaster (John Bell), Tel: *Northallerton 3340.*
(02907) 132418

Scale 2 Posts and above

BEXLEY
LONDON BOROUGH
PICARDY SCHOOL
Erith Road, Belvedere DA17 6HT
Tel: Erith 41371
Roll 1075
Required for September 1987, to join a lively and enthusiastic team, a well qualified and experienced teacher of English, Scale 3, to serve as Second in the Department. The Department is well resourced and accommodated and under a new Head of Department, is involved in a variety of initiatives.
Telephone or write to the school for further details and *application form which should* be returned with supporting letter and c.v. (35309) 132420

HAMPSHIRE
Scale 2 English
See other than by subject.
(44630) 132420

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
NOTRE DAME HIGH SCHOOL
Surrey Street, Norwich NR1 3PB
(11-18) Co-educational *Comprehensive*. Roll 1000 (6th Form 200)
Scale 2 in English Dept.
Required for September 1987, a lively innovative teacher with strong experience in drama to *join this* successful and developing department. Interests in resource development and/or children's literature will be advantageous, governors welcome *applications* from practising Catholics, but all applications will be considered on their merits.
Form and further details *from* Monsignor H. Wace (Chairman of Governors), c/o the School, Tel: 611431. Closing date 20th March, 1987.
(49948) 132420

SURREY
THE ROYAL GRAMMAR SCHOOL
Guildford
(*HMC Independent* - 750 day boys aged 11 to 18 - 200 in 6th Form)
Required in September, a graduate to teach ENGLISH throughout the school, including a share of A Level work. Ability to help with *Drama* will be welcomed; willingness to contribute to other extra-curricular activities would also be an advantage. Salary: Burnham plus, to be reviewed if national *arrangements* change; scale 2 available for appropriately qualified and experienced candidate.
Applications in the form of a curriculum vitae supported by a *letter* of application quoting at least two referees should be sent as soon as possible to the Headmaster (English), The Royal Grammar School, High Street, Guildford ... (44583)

TYNESIDE
ROYAL GRAMMAR SCHOOL
Newcastle-upon-Tyne
Independent. HMC. Assisted Places
1000 boys with 300 in Sixth Form
Wanted for September 1987. GRADUATE to teach ENGLISH
Burnham Scale 2 or equivalent. Every member of the Department of five has his/her *full share of Sixth Form* teaching.
Further details available from the Headmaster, Royal Grammar School, Eskdale Terrace, Newcastle upon Tyne NE2 4DX, to whom applications with curriculum vitae and the names of two referees should be sent by March 17th.
(48395) 132420

Scale 1 Posts

BARNET
LONDON BOROUGH
EAST BARNET SCHOOL
Chestnut Grove, Cat Hill, East Barnet, Herts. EN4 8PU
Tel: 01-440 4162
Co-educational Comprehensive. Roll 1031, Sixth Form 159
Near Cockfosters tube station and New Barnet B.R. station.
Required Summer term 1987 temporary, full-time or part-time teachers for ENGLISH *and MATHEMATICS. To join* departments which are academically strong. Scale 1.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (49026) 132422

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
RYEISH GREEN SCHOOL
Spencers Wood, Reading RG7 1ER
Semi Rural 11-18 Comprehensive, Group 10
NOR: 950
Required April 1987 or as soon as possible thereafter a temporary teacher of English and Drama, Scale 1, to join a successful department.
Hand written letters of application direct to the Headteacher at the school.
Closing date: 16th March.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (44878) 132422

BIRMINGHAM
KING EDWARD VI FIVE WAYS SCHOOL
Scotland Lane, Bartley Green, Birmingham B32 4BT
Tel: 021-475 3535
Voluntary Aided Grammar School. (600 boys)
Attractively situated on *South-West boundary of City.*
Required for September 1987 graduate teacher of ENGLISH to 'A' level. Willingness to help with drama and games (especially hockey or Rugby) *an advantage.*
Apply to Headmaster as soon as possible with curricular vitae and the names of two referees. (44596) 132422

BROMLEY
DARRICK WOOD SCHOOL
Lovibonds Avenue, Orpington BR6 8ER
Tel: 0689 50271
For the remainder of current academic year at this 11-18 five form entry mixed comprehensive school, a graduate teacher of ENGLISH.
The School is housed in *modern* buildings on an attractive site in a pleasant catchment area. Substantial extensions to the buildings are due to be started during the current financial year.
Scale 1 plus Outer London Allowance *of £795 is payable.*
Details/application forms from and returnable to the Headmaster (large s.a.e.) by 17.3.87. (44687) 132422

BROMLEY
KEMNAL MANOR SCHOOL
Sevenoaks Way, Sidcup, Kent DA14 5AA
Tel: 01-300 7112
For the Summer Term only a full-time temporary teacher of English at this Boys' 11-18 Comprehensive School. The Faculty is responsible for *courses up to and including* A-level.
Details and application forms are available form/returnable to the Head Teacher (large sae) by 17th March 1987. (35248) 132422

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
SOWERBY BRIDGE HIGH SCHOOL
Albert Road, Sowerby Bridge HX6 2NW
Ref. EDS/3134
Required *from* April 1987 *for* the Summer Term only, a temporary teacher of ENGLISH (Scale 1).
Application forms for the above post obtainable (on receipt of foolscap SAE) from the Chief Education Officer, PO Box 33, Northgate House, Northgate, Halifax HX1 1UN, to whom completed forms should be returned quoting post reference number by 18th March 1987.
The Council is committed to being an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, age, disability, sexual orientation or marital status who have the necessary attributes for the post. (35109) 132422

CUMBRIA
ST. JOSEPH'S R.C. SCHOOL
Harrington Road, Workington CA14 3EE
(SA RC Comp. mixed 11-18, NOR 497)
ASSISTANT TEACHER (Scale 1)
Required from Sept. 1987, enthusiastic and suitably qualified teacher to teach English at all levels including 'A' level.
Application forms and further details from the Head. Closing date: 20.3.87.
(02910) 132422

ESSEX
THE HONYWOOD SCHOOL
Westfield Drive, Coggeshall
Tel: 0376 61231
(Roll 587)
TEACHER OF ENGLISH Scale 1
Required September, specialist to teach across the full age and ability range.
Active Department in well resourced 11-16 school. Interest in Drama welcome.
Further details and application forms from the Headteacher (foolscap s.a.e. please). (49982) 132422

Somerset County Council
AN EQUAL OPPORTUNITIES EMPLOYER

SECONDARY EDUCATION

Wadham School, Crewkerne.
(13-18 Mixed Comprehensive, NOR 750)
For September 1987
1. DEPUTY HEAD, GROUP II.
2. HEAD OF COMMUNITY EDUCATION, SCALE 4.
Applications are sought from qualified teachers for these posts at this upper comprehensive school which has recently been designated one of five community schools under Somerset's policy for the expansion of community education. Closing date 25th March 1987.
3. DEPUTY HEAD OF MATHEMATICS, SCALE 2, with a strong possibility of scale 3. Must be committed to teaching GCSE Mathematics (SMP 11-16) across age and ability range and experienced and qualified to take A level work.
Closing date 16th March 1987.

Frome College, Frome.
(13-18 Mixed Comprehensive and FE College combined, becoming a Community College, NOR 1480)
1. For September 1987, HEAD OF MUSIC, SCALE 4. The post offers many opportunities for an enterprising teacher working in a team within the College to promote the performance arts. The scope of the post within the Community and the Authority is under discussion. There is a recording studio and a modern Theatre on the school site.
2. For September 1987, TEACHER OF THE DEAF, scale 1 or 2 depending on experience. It is hoped to appoint an enthusiastic teacher to be part of a Special Needs team within a developing community college. There will be an opportunity to teach in other parts of the College and candidates are asked to make clear their teaching subjects.
3. For April 1987, a full-time TEACHER OF MUSIC (scale 2 for suitable applicant) for classroom and instrumental teaching. Please state instruments played. Willingness to participate in musical life of school a strong recommendation.
For all three posts full letters of application to the Principal, enclosing sae for job description and endorsing envelope with post title.

Preson School, Yeovil.
(11-16 Mixed Comprehensive, NOR 1007)
For September 1987,
1. TEACHER OF HOME ECONOMICS, SCALE 1. This will be a temporary, full-time appointment for one year in the first instance. The post involves contributing to the teaching of food and nutrition throughout the school. The department is involved in developing the aquarian project and candidates with an interest in this work would be welcomed.
2. TEACHER OF MATHEMATICS, SCALE 1. A well-qualified teacher to contribute to the work of the department throughout the school. An interest in the SMP 11 - 16 course, which the department is in the process of adopting, would be an advantage.
3. TEACHER OF PHYSICAL EDUCATION (BOYS), SCALE 1. An enthusiastic teacher to contribute fully to the curricular and extra-curricular work of the department. An interest in developments in Health-related fitness would be an advantage as would a *willingness to make some contribution* to teaching in another curriculum area.
4. PART-TIME-MUSIC TEACHER, SCALE 1 (equivalent to two full days per week). To contribute to the work of the department throughout the school. A willingness to help with the development of extra-curricular music activities would be a recommendation.
For all four posts closing date 20th March 1987.

MIDDLE EDUCATION

Minehead Middle School, Minehead.
(9-13 Mixed Middle School, NOR 480)
For September 1987, HEAD OF THIRD YEAR, SCALE 3. Specialist teacher to teach mathematics to complete 11+ age range. Extensive computer facilities and back-up available. Application form and further details from the Head at the school. (A4 sae please)
Closing date 13th March 1987.

PRIMARY DEPUTY HEADSHIP

St. Cuthbert's CE VC Infants School, Wells. (NOR 163)
For September 1987, DEPUTY HEAD TEACHER for this group 3 school. *The successful applicant will have shown flair in* teaching across the infant age range, and be able to take initiatives in curriculum and school development, working as a member of a happy, caring and committed team.
Closing date 13th March 1987.

PRIMARY EDUCATION

Birchfield County Primary School, Yeovil. (NOR 444)
For September 1987, TEACHER, SCALE 2, to be responsible for mathematics with Physical Education and Boys Games. This is a temporary appointment for approximately two years to cover the secondment of the present postholder to the County Primary Support Team. Possibility of an extension for a third year.
Closing date 27th March 1987.
APPLICATIONS ARE INVITED FROM QUALIFIED TEACHERS FOR THE ABOVE POSTS. UNLESS INDICATED OTHERWISE APPLICATION FORMS AND DETAILS (SAE FOOLSCAP) FROM THE HEAD AT THE SCHOOL.
(12715)

SECONDARY ENGLISH
continued

BROMLEY
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent TN16 3AU
Tel: 0959 74043
For September 1987 a teacher of ENGLISH (Scale 1) for this 6 form entry purpose built comprehensive school with a well established Sixth Form of 120. We are seeking a dedicated professional to teach this subject to all levels of age and ability.
Situated in the green belt on top of the North Downs the school is within easy reach of a wide variety of accommodation. Outer London Allowance payable.
Details/application forms from and returnable to the Head Teacher (sae please) by 26th March 1987.
(35235) 132422

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
TODMORDEN HIGH SCHOOL
Ewood Lane, Todmorden, Lancs. OL14 7DG
Ref: EDS/3136
Required as soon as possible for the remainder of the academic year, a temporary teach of ENGLISH/DRAMA (Scale 1).
Application forms for the above post obtainable (on receipt of foolscap SAE) from the Chief Education Officer, PO Box 33, Northgate House, Northgate, Halifax HX1 1UN, to whom completed forms should be returned quoting post.
Reference number by 18th March 1987.
The Council is committed to being an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, age, disability, sexual orientation or marital status who have the necessary attributes for the post. (35111) 132422

CAMBRIDGESHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HUNTINGDON AREA
ST IVO SCHOOL
High Leys, St. Ives, Huntingdon, Cambs. PE17 4RR
1650 Mixed Comprehensive 11-18
ENGLISH OR ENGLISH DRAMA (SCALE 1)
Required for September, a permanent Teacher. Principally to teach English throughout the age and ability range in the school, but a qualification in Drama would be an advantage and the timetable could be modified to suit qualifications and interest of the successful candidate. Theatre Arts at both 'O' and 'A' level are offered.
Application forms and further details are available from the Headmaster at the school (s.a.e. please). Closing date 20th March. (44849) 132422

CAMBRIDGESHIRE
THE KING'S SCHOOL
Park Road, Peterborough PE1 2UE
Required for September, a suitably qualified and enthusiastic teacher of English, to join a highly successful, forward looking Department.
The King's School (The Cathedral School) is a four form entry, Voluntary Aided Church of England Comprehensive School with an Academic Sixth Form of 135 with its own distinctive Admissions scheme.
Applications by letter containing Curriculum Vitae and the names of two referees as soon as possible to: The Headmaster, Mr. M.J. Barcroft, M.A., from whom further information may be obtained. (44822) 132422

HAVERING
LONDON BOROUGH OF HAVERING
CAMPION SCHOOL
Wingletye Lane, Hornchurch RM11 3BX
Tel: Hornchurch 52332
Headteacher: Dr J.F. Rowbottom B.Sc., P.Hd., D.I.C.
Required for September 1987 a qualified teacher of English, Scale 1, to share in the work of an enthusiastic department with a well established tradition of success in the 16+, C.P.V.E., 'O' and 'A' level courses. Applications from newly qualified teachers would be welcomed.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (44919) 132422

ISLE OF MAN
BOARD OF EDUCATION
BALLAKERMEEN HIGH SCHOOL
Douglas, Isle of Man
(11-18 Co-Educational Comprehensive - 1150 on roll)
Required for September 1987, a well qualified, enthusiastic English Specialist to join a successful department. Various opportunities exist for career development, depending on the interests of the successful applicant. In particular, the Library is undergoing rapid development. The school has a high reputation for Drama. English, English Literature and Theatre Studies are offered to G.C.S.E. and 'A' level.
Apply by letter enclosing curriculum vitae and the names and addresses of two referees, to the Headmaster, (Tel: 0624 73958/9) from whom further details of the post may be obtained, by 20th March, 1987. (35205) 132422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
SITTINGBOURNE,
HIGHSTED SCHOOL
Highsted Road, Sittingbourne ME10 4PT
Hons. Graduate required for new post September, 1987 to teach English to GCSE/Advanced Level. Ability to offer Drama/Theatre Studies in addition, an advantage. 13-18 Upper School. Sixth Form 200.
Letter of application with c.v. and names/addresses of two referees to the Headteacher from whom details available. (35323) 132422

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
ORIEL HIGH SCHOOL
Oriel Avenue, Gorleston, Gt. Yarmouth NR31 7JJ
NOR 700 12-16 Mixed Comprehensive
Required September 1987.
Scale 1 English Graduate to join successful English Dept. Successful applicant will be expected to contribute to departmental development and innovation in all areas of English teaching.
Closing date 20.3.87.
Application by letter with c.v. and names of two referees to the Headteacher at the school. (49956) 132422

NORTHAMPTONSHIRE
RAUNDS MANOR SCHOOL
Mountbatten Way, Raunds, Wellingborough, Northants. NN9 6ND
Number on Roll 750 : 11-18 Co-educational Comprehensive
ENGLISH/SUPPORT TEACHER - Scale 1 : April 1987 - August 1987 inc.
Required for April 1987 a well qualified teacher of ENGLISH to join an enthusiastic and committed team. The work of the department is literature based and experienced in mixed ability teaching would be an advantage. This post also involves working as part of a support team within the school and experience in this area is essential.
For application forms and further details please apply immediately to the Headmaster enclosing a sae.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (44904) 132422

SOLIHULL
EDUCATION COMMITTEE
WHITESMORE SCHOOL
Chapelhouse Road, Chelmsley Wood, Birmingham B37 5JS
Tel: 021 770 4431
Required for 27th April 1987. In this 11-18 all-ability School, a Scale 1 temporary teacher of English, until 31st August 1987, in the first instance.
Apply by letter to the Headteacher enclosing C.V. and S.A.E. (44200) 132422

Geography

Heads of Department

ESSEX
CASTLE VIEW SCHOOL
Mapple Avenue, Canvey Island SS8 9RZ
Tel: Canvey Island 696811
HEAD OF GEOGRAPHY Scale 3
Required, September. Experienced graduate teacher to lead lively department in this modern school. Humanities suite of rooms. Good facilities.
Further details and application form from the Headteacher (foolscap sae please).
Assistance with removal expenses scheme operates. (49990) 132618

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
TONBRIDGE HAYESBROOK SCHOOL
Brook Street, Tonbridge, Kent TN9 2PH
Roll 500, 11-16 Boys
HEAD OF ENVIRONMENTAL STUDIES (Scale 3)
Required for September, teacher to take charge of this subject. A successful Mode 3 CSE examination course has been modified to produce a GCSE syllabus, awaiting official ratification. Although the option is open to all boys, take-up has been mainly from boys in the second and third streams. There is also a significant proportion of timetabled contact time in the small classes of the remedial department.
Letter of application and full CV together with names and addresses of two professional referees to the Headmaster. Further details of the school and department available on request with SAE. (35317) 132618

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
CLARENDON HOUSE GRAMMAR SCHOOL FOR GIRLS
Clarendon Gardens, Ramsgate CT11 9BB
Applications are invited from well-qualified, experienced teachers for the post of Head of Geography Scale 3, with effect from September 1987.
Further details may be obtained from the Headmistress (s.a.e. please) to whom letters of application, with the names and addresses of two referees, should be forwarded by Wednesday, 25th March. (35324) 132618

Scale 1 Posts

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
RYEISH GREEN SCHOOL
Spencer's Wood, Near Reading RG7 1EP
N.O.R.: 950
Required as soon as possible, a specialist teacher of Geography, Scale 1, temporary until Summer 1987, with the opportunity to teach throughout the School. The ability to offer History would be an advantage.
Handwritten letters of application should be sent to the Headmaster at the school.
No Closing date.
An Equal Opportunity employer. (44879) 132622

CHESHIRE
THE KING'S SCHOOL
Macclesfield
A well qualified GEOGRAPHY graduate required for September 1987 to teach at all levels within the department. Ability to offer Geology an advantage but not essential; assistance with games coaching, cricket or rugby, desirable. A new entrant or teacher seeking a second post preferred. Salary - King's School Scale.
Applications with full curriculum vitae, details of extra curricular interests and names of two referees by letter to the Headmaster. (44929) 132622

ESSEX
THORPE BAY HIGH SCHOOL
Southchurch Boulevard, Southend on Sea SS2 4UY
Tel: (0702) 586123
TEACHER OF GEOGRAPHY AND HUMANITIES Scale 1
Required Easter to share in the teaching of Geography to GCSE level.
Apply by letter to the Headteacher as soon as possible (foolscap sae please). (49983) 132622

HERTFORDSHIRE
FEARNHILL SCHOOL
Icknield Way, Letchworth, Herts. SG6 4BA
Acting Head, Mr R.J. Dix-Pincott
800 mixed 11-18
Urgently required for Summer Term 1987, teacher of GEOGRAPHY (Scale 1) a well qualified graduate to join a young team teaching Geography within the Social Studies Faculty. The well resourced and highly successful Geography department is following the MEG D GCSE syllabus and is fully committed to the Schools Council 16-19 A level course. We are also involved in the Hertfordshire Achievement Project Scheme. The successful applicant will be required to teach across the age and ability range, including A level. The post is a permanent one, but applicants willing to accept a temporary one term contract would be welcomed.
Apply by letter to the Headmaster at the school, enclosing c.v. and names of two referees: for further details phone (0462) 677111). (35036) 132622

ISLE OF MAN
BOARD OF EDUCATION
ST. NINIAN'S HIGH SCHOOL
(Mixed Comprehensive - 1006 on roll)
GRADUATE TEACHER OF GEOGRAPHY - Scale 1
Required for September 1987, to share the teaching of the department initially up to G.C.S.E.
Application forms and further details can be obtained from the Headmaster, St. Ninian's High School, Douglas, Isle of Man (0624 29601) to whom completed forms should be returned by the 18th March, 1987. (00866) 132622

LONDON N16
OUR LADY'S CONVENT HIGH SCHOOL
6-16 Amhurst Park, London N16 5AT
3 f.e., 560 girls, R.C., V.A.
Required September 1987, a scale 1 teacher of Geography. Courses to GCSE and 'A' level. Applicants must be in sympathy with the ethos of the school.
Apply in writing to the Headmistress at the school, quoting two referees. (49969) 132622

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
CAEREINION HIGH SCHOOL
Mixed Comprehensive 11-18, 440 pupils
Required for 1st September 1987 a suitably qualified TEACHER OF GEOGRAPHY Scale 1.
Applicants must be able to teach Geography throughout the school through the medium of Welsh and English. It would be an advantage if the candidate could teach some Religious Education. (Ref: 289).
Application forms and further particulars obtainable from the Headteacher (sae - foolscap please) to whom completed forms should be returned by Monday, 23rd March, 1987.
The Headteacher, Caereinion High School, Llanfair Caereinion, Welshpool, Powys SY21 0HW. (44463) 132622

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL FOR GIRLS
Spinney Hill Road, Northampton NN3 1DG
13-18 Upper Comprehensive School for Girls: No. on Roll 839
Required for March 1987.
A full-time temporary teacher of GEOGRAPHY Scale 1 or 2 during maternity leave of the present post holder.
Application forms from the Headmistress - Tel: Northampton (0604) 499311.

NORTHAMPTON WESTON FAVELL UPPER SCHOOL
Booth Lane South, Northampton NN3 3FZ
Required, in September 1987, at this large co-educational, comprehensive Upper School (1180 pupils in the age range 13-18) an assistant teacher of GEOGRAPHY and ECONOMICS, together with some INTEGRATED HUMANITIES (Scale 1 appointment).
Further details and an application form are available from The Headmaster to whom completed forms should be returned as soon as possible (sae please).
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (44903) 132622

History

Heads of Department

ESSEX
COUNTY HIGH SCHOOL
Audley End Road, Saffron Walden CB11 4UH
Tel: (0799) 27585
(Roll 1,350, 11-18 Co-ed Comprehensive, Sixth Form 185)
HEAD OF HISTORY Scale 3
Required for September 1987, well qualified and experienced Historian willing to maintain an innovative approach in the Main School, and to further develop 'A' level work in a large academic Sixth.
Further details and forms from the Headteacher (foolscap sae please) to whom applications should be returned by 19th March 1987. (49988) 132818

SURREY
EDUCATION COMMITTEE
SALESIAN SCHOOL
Guildford Road, Chertsey, Surrey
RC 12-18 mixed comprehensive, NOR 920 (140 IN 6th Form)
Required for September 1987 Head of History (Scale 3).
Applications are invited from well qualified, enthusiastic and experienced graduates for the above post from September 1987.
You will be required to provide the department with leadership in teaching to 'A' level and in planning links across the curriculum. The School's History Project is at present taught to GCSE. A knowledge of current trends in teaching History is presumed.
Application forms and further information are obtainable from the Headteacher of the School.
Closing date: 16th March 1987. (35079) 132818

Scale 2 Posts and above

ESSEX
SWEYNE SCHOOL
Pearson's Avenue, Rayleigh
Tel: Rayleigh 773721
(Roll 1,098)
HISTORY Scale 2
Required September or earlier if possible, specialist to fill middle management post (second in Department) in active, flourishing Department.
Applications to Headteacher as soon as possible (foolscap sae please). (49994) 132820

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22
GSA - 810 girls
Required for September 1987, a well-qualified graduate to teach History.
See the Independent section for full details. (44151) 132820

Scale 1 Posts

BARNET
LONDON BOROUGH
BISHOP DOUGLASS R.C. SCHOOL
Hamilton Road, Finchley, London N2 0SQ
Tel: 01-444 5211
V.A. Mixed Comprehensive. Roll 1064, Sixth Form 180. 11-18
Required September 1987 a HISTORIAN to teach HUMANITIES Scale 1. Enquiry based learning is used in years 1 and 2 and Humanities is compulsory in years 4 and 5. Sixth Form teaching available for suitably qualified candidate. Practising Catholic preferred.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (49927) 132822

BROMLEY
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent TN16 3AU
Tel: 0959 74043
For September 1987, a teacher of HISTORY (Scale 1) for this 6 form entry purpose built (11-18) comprehensive school with a well established Sixth Form of 120. We are seeking to appoint a dedicated professional into this well known department. A contribution to the teaching of Social Studies will also be expected.
Situated in the green belt on top of the North Downs the school is within easy reach of a wide variety of accommodation. Outer London allowance payable.
Details/application forms from and returnable to the Headteacher (sae please) by 26th March 1987. (49112) 132822

CAMBRIDGESHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HUNTINGDON AREA
HINCHINGBROOKE SCHOOL
Brampton Road, Huntingdon, Cambs.
11-18 Mixed Vol. Cont. Comprehensive 1750 on roll
HISTORY GRADUATE
Required for September to join a large energetic and well resourced department. Applicants should be able to teach across the age and ability range, which has adopted an investigative approach to its teaching. A willingness and interest to teach S.H.P. and 'A' level 19th and 20th Century History essential.
Fully developed Comprehensive School in outstanding setting serving Huntingdon and neighbourhood. A willingness to undertake extra-curricular activities highly desirable.
Please apply by letter to the Headmaster (no forms) enclosing cv and names of two referees and s.a.e. for further details. (44834) 132822

CUMBRIA
ST. JOSEPH'S R.C. SCHOOL
Harrington Road, Workington CA14 3EE
(SA RC Comp. mixed 11-18, NOR 497)
ASSISTANT TEACHER (Scale 1)
Required from Sept. 1987, enthusiastic and suitably qualified teacher to teach History to all levels to GCSE and 'A' level. Subsidiary Economics would be advantageous.
Application forms and further details from the Head. Closing date: 20.3.87. (02906) 132822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESEND GRAMMAR SCHOOL FOR BOYS
Church Walk, Gravesend DA12 2PR
Roll 538. Sixth Form 181
HISTORY teacher required for September, in this expanding, five-form entry, 13-18, selective school. Scale 1.
The successful candidate will be well-qualified and expected to teach to the higher levels of G.C.S.E. and Advanced Level.
Please send S.A.E. to Headmaster for application form and details. (35325) 132822

LINCOLNSHIRE
ST BEDE'S RC SECONDARY SCHOOL
Tollfield Road, Boston PE21 9PN
(Group 4 - Roll 150)
HISTORY
Required for September 1987, to teach throughout the school to GCSE level and to introduce GCSE in RI to upper school.
Ability to offer lower school English will be an advantage. A practising Catholic is preferred.
Apply by letter in the first instance to the Head.
(Ref. T274) - Closing date 20th March 1987. (44247) 132822

SANDWELL
METROPOLITAN BOROUGH COUNCIL
ST MICHAELS C.E. HIGH SCHOOL
(11-16 Comprehensive)
Required as soon as possible.
HISTORY - Scale 1.
Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded to the Head Teacher, Throne Road, Rowley Regis, Warley, West Midlands.
An equal opportunity employer Canvassing of members of the authority will disqualify. (44830) 132822

Home Economics

Heads of Department

CAMBRIDGESHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HUNTINGDON AREA
ST IVO SCHOOL
High Leys, St Ives, Huntingdon, Cambs. PE17 4RR
1650 Mixed 11-18
HEAD OF HOME ECONOMICS
Required for September to include both Food and Nutrition and Child Development.
Application forms and further details are available from the Headmaster at the school. S.A.E. please. Closing date March 20th 1987. (44448) 133018

DORSET
CASTLEFIELD SCHOOL
Queens Avenue, Dorchester DT1 2ET
(Girls 13-18 Comprehensive 700 pupils)
Required for September 1987 Head of Home Economics (Scale 3). The Department teaches Home Economics, Food and Nutrition, and Dress and Textiles to 'A' level; Home Economics, Needlework and Child Care to GCSE.
Application forms (SAE please) from the Head Teacher at the School. (44462) 133018

Scale 2 Posts and above

HILLINGDON
LONDON BOROUGH OF HILLINGDON
QUEENSMEAD SCHOOL
Queen's Walk, Ruislip HA4 0LS
Number on roll: 866 64 in Sixth Form
Headteacher: R.C. Duggan, B.A., M.Ed.
Required for May or September 1987 a Scale 2 teacher of Home Economics to join a department of four teachers. The person appointed would be required to teach Home Economics courses in Years 1-3 and to take specific responsibility in Years 4 and 5 for the teaching of Food Studies courses. Queensmead is directly involved in the Hillingdon TVEI pilot project and Food Studies is a course offered within the TVEI curriculum. It is anticipated that applicants would also be able to teach the Community Studies course offered by the Department in Years 4 and 5.
Facilities are excellent. Home Economics teaching rooms have very recently been refurbished and re-equipped.
Please apply letter to the Head of the School (full c.v.) from whom further details are available, quoting the names and addresses of two referees.
Outer London Allowance Payable. (44844) 133020

Scale 1 Posts

BATH
KING EDWARD'S SCHOOL
(Independent Day School, HMC, 620 boys 40 girls in Sixth Form)
Required in September 1987 a lively and enthusiastic graduate to join a strong Department to teach the Cambridge A-level BUSINESS STUDIES course, ECONOMICS up to Oxbridge standard and the SEG British Industrial Society GCSE course. The successful applicant will be familiar with various teaching and assessment methods appropriate to these courses. Help with extra-curricular activities or games (especially cricket) an advantage.
Application with curriculum vitae and the names of two referees should be sent immediately to The Headmaster, King Edward's School, North Road, Bath BA2 6HU. (44999) 1330[illegible]

BROMLEY
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent TN16 3AU
Tel: 0959 7403
From September 1987, a Home teacher of ECONOMICS/TEXTILES (Scale 1) for this 6 form entry purpose built (11-18) comprehensive school with a well established sixth form of 120. We are seeking a dedicated professional with expertise in the textile area to teach in this forward looking department, and with a Design Studies Faculty.
Situated in the green belt on top of the North Downs the school is within easy reach of a wide variety of accommodation. Outer London Allowance payable.
Details/application forms from and returnable to the Headteacher (large sae) by 26th March 1987. (49113) 1330[illegible]

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
LANFRANC HIGH (M)
Mitcham Road, Croydon CR0 3AS
Tel: 01-689 1255
A teacher of Home Economics is required to teach the subject throughout the school to children of all abilities. The department functions in a well-equipped suite of rooms.
This is an 11-16 mixed High School with approximately 700 pupils on roll.
This post is particularly suitable for a new entrant to the profession.
Please apply to the Headmaster
Salary: Scale 1.
Tenable: September 1987 (earlier if possible).
Closing date: within a fortnight of the appearance of this advert. (02929) 1330[illegible]

ESSEX
SHOEBURYNESS COMPREHENSIVE SCHOOL
Caulfield Road, Shoeburyness SS3 9LL
Tel: Shoeburyness (03708) 2286
TEACHER OF TEXTILES/HOME ECONOMICS Scale 1
Required September, in [illegible] Innovative Department. Would suit newly qualified or experienced teacher.
Apply to Headteacher enclosing CV and names of two referees (foolscap sae please). (49984) 1330[illegible]

SECONDARY HOME ECONOMICS
continued

LONDON W10
SION-MANNING R.C. SCHOOL (G.G.)
St. Charles Square, London W10 6EL
Tel: 01-969 7111
Roll 700
Headmistress: Sister D.M. Casey
Required September 1987. Home Economics teacher to join well established department, able to offer Home Economics and Child Development. Vacancy for 1 year due to sabbatical.
Scale 2 available for suitable, experienced candidate.
Telephone for application forms. (35254) 133022

NORTHUMBERLAND
CRAMLINGTON COUNTY HIGH SCHOOL
Highburn, Cramlington NE23 6SN
Group 12, 13-18 Comp. of 1355 pupils inc. 135 in Sixth Form
HOME ECONOMICS TEACHER (Scale 1)
Required from Sept. 1987, to join a lively dept. providing a range of courses across the age and ability range.
Removal expenses and lodging allowance may be payable.
For application forms and further details send a foolscap s.a.e. to the above address. Closing date: 17.03.87. (35069) 133022

Humanities

Heads of Department

EAST SUSSEX
ST RICHARDS R.C. SCHOOL
Ashdown Road, Bexhill-on-Sea TN40 1SE
Comprehensive mixed. 11-16. Roll: 600
From September: Head of Humanities (Scale 3) to lead a flourishing department with excellent accommodation and facilities. Preference given to a Historian.
Relocation grants in approved cases.
Application form and further details from Headmaster. Closing date: March 20. (44800) 133218

ESSEX
ST BENEDICT'S RC COMPREHENSIVE SCHOOL
Norman Way, Colchester CO3 3US
Tel: Colchester 549222
HEAD OF HUMANITIES Scale 4
Required September 1987, a teacher for a small well-established department (including History/Geography).
Further details (foolscap sae please) and application forms from the Headteacher at the School. (49989) 133218

Scale 2 Posts and above

ESSEX
THOMAS, LORD AUDLEY SCHOOL
Monkwick Avenue, Colchester CO2 8NJ
Tel: Colchester 47911
SECOND IN HUMANITIES WITH RESPONSIBILITY FOR HISTORY Scale 3
Ambitious teacher to assist in the development of History and Humanities curriculum. Excellent facilities and new computer/library resources block.
Closing date: Friday 20th March, 1987.
Please send a foolscap sae to the Headteacher for further details and an application form. (02955) 133220

Mathematics

Heads of Department

BIRMINGHAM
KING EDWARD VI HANDSWORTH SCHOOL
Rose Hill Road, Birmingham B21 9AR
(Voluntary aided: 800 girls)
Required for September 1987, Head of Mathematics Department (Scale 4) to organise and teach the subject throughout the school to university scholarship level. There is scope for an experienced teacher who is well qualified and eager to work with a sizeable and enthusiastic department.
Apply by letter to the Headmistress giving details of qualifications and the names of two referees. (44461) 133418

WEST SUSSEX
HEAD OF MATHEMATICS
CHATSMORE CATHOLIC HIGH SCHOOL
Aided: Scale 4
Required for September 1987 at this mixed comprehensive school (11-16) with 580 on roll, HEAD OF MATHEMATICS. A well-qualified and committed teacher is sought to lead this important department. The successful applicant will also be able to take on a more general leadership role within the School in this period of rapid change in the educational world.
Further details and application form from The Headmaster, Chatsmore Catholic High School, Goring Street, Goring, Worthing, West Sussex, BN12 5AF on receipt of s.a.e.
Assistance with removal & resettlement expenses will be [illegible] 133418

HILLINGDON
LONDON BOROUGH OF HILLINGDON
VYNERS SCHOOL
Warren Road, Ickenham, Uxbridge UB10 8AB
Number on roll: 901 147 in Sixth Form
Headteacher: D.C. Best, M.A., F.R.S.A., J.P.
Required for May 1987 a well qualified graduate to be Head of Mathematics (Scale 4). The department is composed of a group of committed and talented staff. At present SMP 11-16 materials are being introduced in both the lower school and with GCSE pupils. Considerable commitment on SMP and strong leadership potential are important for the post. At present there are two 'A' level sets in each of the lower and upper sixth forms and there is the possibility of 'A' level Further Mathematics being introduced in 1987/88. The post offers possibilities for innovation. Closing date 6th April, 1987.
Application forms available and returnable to the Headmaster at the school.
Outer London Allowance Payable. (44842) 133418

HOUNSLOW
FELTHAM COMMUNITY SCHOOL
Browell's Lane, Feltham, Middlesex TW13 7EF
Tel: 01-890 0167
(11-18) Co-educational Comprehensive School
Number on roll 1325 (Sixth Form 125)
Head: Paul M. Grant, B.Sc., Dip.Ed.
Required in September 1987, a HEAD OF MATHEMATICS, Scale 4.
A well-qualified and experienced mathematician able to teach a full range of age and ability is required to lead a large, stable and successful department of experienced teachers.
As part of an extensive building programme to establish a purpose-built school with outstanding facilities for the local community, a new Maths/Science Block was opened in 1986, comprising a suite of 8 Maths rooms including two Mathematics laboratories.
A large Mathematics sixth has a good academic record and occasional Oxbridge candidates. Courses are taught to C.S.E. 'O' and 'A' level together with developing City & Guilds 365 courses for 4th and 5th.
An enthusiast is sought who can build on the pioneering, innovative work of the present Head of Department who is leaving after 12 years service. The post presents excellent opportunities for career development within School and Community. A commitment to flexible styles of working within a Community School is essential.
All members of staff participate in the pastoral care of pupils and are attached to a Year Team.
Letters of application (no forms) to the Head within seven days, giving details of qualifications, experience and the names and addresses of two referees.
London Allowance £795 per annum.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (44938) 133418

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
SITTINGBOURNE, ST. JOHN'S SCHOOL FOR BOYS
Swanstree Avenue, Sittingbourne ME10 4NL
Required for September, 1987 or earlier Head of Mathematics Department, Scale 3, to teach up to GCSE in this boys' secondary school. Experience of, and interest in, PVE an advantage.
Further details from, and letters of application to Headmaster giving 2 referees.

SOUTH KENT AREA
HOMEWOOD SCHOOL
Ashford Road, Tenterden
HEAD OF MATHEMATICS DEPARTMENT (SCALE 4)
Required for September 1987 at this comprehensive school of 1300 pupils (11-18 mixed) with 100 in sixth form. Vacancy occurs due to retirement of present holder. A vigorous and enthusiastic teacher is required to stimulate and lead an effective department. In the main school KMP is used. 'A' levels are well established and pupils have had considerable success.
Letters of application with C.V., together with names of two referees to the Headmaster at the school as soon as possible. Further information will be provided on receipt of an S.A.E. (35326) 133418

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
TAVERHAM HIGH SCHOOL
Beech Avenue, Taverham, Norwich NR8 6HP
Required for September in this developing High School, opened in 1979 on the northern outskirts of Norwich.
HEAD OF MATHEMATICS Scale III,
Required for a forward looking department, where the foundations of the Cockcroft Report have been laid firmly. Mathematics is taught in a well resourced suite of rooms. An opportunity for A level teaching exists in the nearby Sixth Form Centre.
Please apply by letter for application forms and further details (s.a.e. enclosed) to the Headteacher, Mrs. J. Dulnas, B.A., at the School. Closing date Thursday 19th March. (49953) 133418

WEST SUSSEX
EDUCATION DEPARTMENT
HEAD OF MATHEMATICS
WORTHING HIGH SCHOOL
Worthing
Required for September, a Scale 4 Head of Mathematics in this 12-16 Mixed Comprehensive School of 850 pupils.
We are seeking a person able to continue the innovative and forward looking programme developed by a well resourced faculty.
Further details and application form from the Headmaster, Worthing High School, South Farm Road, Worthing, West Sussex. (35261) 133418

Scale 2 Posts and above

BROMLEY
RAVENSBOURNE SCHOOL FOR BOYS
Hayes Lane, Bromley, Kent BR2 9EH
Tel: 01-460 0083
For Easter 1987, a teacher of Mathematics - Scale 3 (Second in Department) to join a well established and resourced department with a suite of specialist rooms. The department offers a full range of courses with access to a computer network system.
You will teach across the ability range up to 'A' level and a specific area of responsibility would include the development and implementation of GCSE and associated assessment procedure.
Application forms and further details available from/returnable to he Headteacher (large sae please) by 26th March 1987. (35240) 133420

ENFIELD
LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
Roll 940
Required September 1987. Mathematics graduate to teach the subject throughout the school to G.C.S.E.
Possibility of 'A' level work for a suitably qualified and experienced candidate. The successful candidate will be expected to take responsibility for the initiation and organisation of the G.C.S.E. investigations coursework for years 3-5.
Despite falling rolls the school is regularly oversubscribed and is situated within easy reach of the M25 Motorway and Green Belt amenities.
London Allowance, £975. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (large SAE) obtainable from, and to be returned to, the Headmaster. Closing date 20th March 1987.
An equal opportunity employer. (49918) 133420

ESSEX
GRAYS SCHOOL
Hathaway Road, Grays RM17 5LL
Tel: (0375) 371361
(Roll 920. 11-16 Mixed Comprehensive)
2 I/c MATHEMATICS Scale 3
Required September, enthusiastic, and strong classroom teacher to be second in the Mathematics Department involved in GAIM and investigative work.
London Fringe and Social Priority payable.
Curriculum vitae and names of two referees to the Headteacher (foolscap s.a.e. please). (49996) 133420

HAMPSHIRE
MILL CHASE SCHOOL
Bordon GU35 0ER
11-16 Comp Mixed
Mathematics Teacher required from 1st September 1987 to teach the subject throughout the school to G.C.S.E. level.
Letter of application with full c.v. names and addresses of two educational referees and s.a.e. to the Headteacher.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (44634) 133420

HERTFORDSHIRE
NICHOLAS HAWKSMOOR SCHOOL
Cowley Hill, Borehamwood, Hertfordshire WD6 5LG
Tel: 01-953 7059
Fringe Allowance £283 p.a.
Required as soon as possible. A teacher of MATHEMATICS.
See under Sec. Mathematics Scale 1. (35053) 133420

LONDON (ESSEX)
CHIGWELL SCHOOL
Graduate required September 1987 to teach Mathematics.
(See Independent Schools). (44603) 133420

LONDON N16
OUR LADY CONVENT HIGH SCHOOL
6-16 Amhurst Park, London N16 5AF
3 f.e., 560 girls, R.C., V.A.)
Required September, 1987, scale 2 teacher of Mathematics, with responsibility for promoting computing within department. Applicants must be in sympathy with the ethos of the school.
Apply in writing to the Headmistress quoting two referees. (49968) 133420

SURREY
EDUCATION COMMITTEE
DE BURGH SCHOOL
Merefield Gardens, Tadworth KT20 5JZ
Tel: Burgh Heath 62551
(12-18 Mixed Comprehensive, Sixth Form 75)
NOR 620.
Required for Easter 1987 or for September 1987 a Second in the Maths Department in Scale 3 with a capability of teaching GCSE Information Technology.
Further details and application form from the Headteacher. (49107) 133420

Scale 1 Posts

BARNET
LONDON BOROUGH
EAST BARNET SCHOOL
Chestnut Grove, Cat Hill, East Barnet, Herts. EN4 8PU
Tel: 01-440 4162
Co-educational Comprehensive. Roll 1031. Sixth Form 159
Near Cockfosters tube station and New Barnet B.R. station
Required September 1987 Scale 1 graduate to teach MATHEMATICS mainly in the Lower School. The department uses SMP materials and is academically strong. A teacher who wished to do so also have the opportunity to teach Computing or Information Technology. The post would be suitable for a probationer.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (49929) 133422

BARNET
LONDON BOROUGH
EAST BARNET SCHOOL
Chestnut Grove, Cat Hill, East Barnet, Herts. EN4 8PU
Tel: 01-440 4162
Co-educational Comprehensive. Roll 1031. Sixth Form 159
Near Cockfosters tube station and New Barnet B.R. station
Required summer term 1987 temporary, full-time or part-time teachers for MATHEMATICS an ENGLISH. To join departments which are academically strong. Scale 1.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (49932) 133422

BERKSHIRE
EDGBARROW SCHOOL
Sandhurst Road, Crowthorne
Required September 1987 a MATHEMATICS teacher (Scale 1) to join a successful and enthusiastic team. Facilities include a well equipped suite of rooms with computer, audio-visual and resource facilities. 'A' level work could be available for a suitable candidate.
Further details and application forms (SAE) from the Headmaster (Crowthorne 772658)
No closing date.
An Equal Opportunity Employer. (35073) 133422

BROMLEY
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent TN16 3AU
Tel: 0959 74043
For September 1987, a teacher of MATHEMATICS (Scale 1) for this 6 form entry purpose built (11-18) comprehensive school with a well established sixth form of 120. We are looking for a well motivated and enthusiastic professional to teach across the age and ability range in this highly successful department. Situated in the green belt on top of the North Downs the school is within easy reach of a wide variety of accommodation. Outer London allowance payable.
Details/application forms from and returnable to the Headteacher (large sae) by 26th March 1987. (35239) 133422

BROMLEY
THE RAMSDEN SCHOOL FOR BOYS
Gillmans Road, Orpington, Kent BR5 4LB
Tel: Orpington 0689 31075
Required immediately at this 6 form entry Comprehensive, a well qualified graduate in the Mathematics Faculty, will be required to teach Mathematics to all ages and abilities throughout the school. Including examination groups working for G.C.S.E. and G.C.E. 'A' level studies.
The school is housed in modern buildings on a site shared by the Ramsden School for Girls. There is a Joint Sixth Form of 200 boys and girls offering a wide range of established G.C.E. 'A' level courses.
Applications in the first instance should be by letter, addressed to the Headmaster, Mr M. Lane, B.Sc.
Closing Date: 17th March 1987. (35247) 133422

CAMBRIDGESHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CHESTERTON COMMUNITY COLLEGE
Gilbert Road, Cambridge CB4 3NY
MATHEMATICS (SCALE 1)
Required for September to join a large and successful department in this 11-16 comprehensive school (roll 1020).
Apply by letter to the Principal with full c.v. and names and addresses of two referees. Send s.a.e. for further details. (44450) 133422

CHESHIRE
LORETO GRAMMAR SCHOOL
Dunham Road, Altrincham, Cheshire WA14 4AH
Tel: 061-928 3703
An Independent Catholic Girls School with 840 pupils on roll
Required for September 1987 Graduate to assist in the teaching of Mathematics throughout the school to A.S. and Advanced Level (55 take Mathematics to Advanced Level). Scale 1 post.
Application Form and further particulars available from the Headmistress on receipt of a s.a.e. Closing date Wednesday 25th March 1987. (49906) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
CHACE SCHOOL
Churchbury Lane, Enfield, Middx. EN1 3HQ
Roll 810
Required September 1987, teacher of MATHEMATICS, Scale 1. This is a new post due to an increasing school roll and the successful candidate is expected to teach Mathematics throughout the school. The subject is taught to all levels in the School - the teaching at 'A' and 'S' level being as part of a Borough collegiate system.
The school became co-educational in September 1985 and by September 1987 the first three years will be mixed.
Chace School is situated in a popular residential area in the northern part of Enfield close to Green Belt. It enjoys a good reputation with local residents.
London Allowance, £795. Considered given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (large SAE) obtainable from, and to be returned to, the Headmaster. Closing date 20th March 1987.
An equal opportunity employer. (49917) 133422

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1987, University Honours Graduate to teach Mathematics throughout the School to Advanced and University entrance level. The School has a strong Mathematics Department with a large number in the sixth form studying the subject. The post would be suitable for either a well qualified beginner or an experienced teacher.
Salary according to qualifications and experience. Scale II or III for a suitable candidate.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (44237) 133422

ESSEX
ALEC HUNTER HIGH SCHOOL
Stubbs Lane, Braintree CM7 6NR
Tel: 0376 21813
MATHEMATICS TEACHER Scale 1
For September 1987, a mathematician to join a well-equipped department teaching SMP 11-16 to the full ability range in years 1-5. 4 'A' level groups.
Applications with curriculum vitae and names of two referees to the Headteacher as soon as possible. (49981) 133422

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

DEPUTY HEADTEACHERS SECONDARY

Paignton College
Upper School, Waterleat Road, Paignton TQ3 3UQ. (Roll 1383)
Second Master/Mistress — Group 12
Required September 1987. Paignton College is responsible for the education of all non-selective pupils aged 11-16 and the varying aspects of community education (including day and evening classes).
The College is currently embarking upon a major review of its organisation and management structure. It is expected that applicants will have the knowledge, experience and ability to make a significant contribution to all aspects of the management, policy making, and further development of the College.
The specific tasks and responsibilities initially undertaken will depend on the strength and interest of the successful candidate.
Applications will be particularly welcome from candidates who are able to broaden the experience of the current Management Team. Closing date 20 March 1987.

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DEPUTY HEADTEACHERS PRIMARY

Exeter, Beacon Heath First School (5-8 years)
Summer Lane, Whipton, Exeter EX4 8NN.
(Roll 223 + 20 Part-time Nursery children)
Deputy Head Teacher — Group 4
Required September 1987 a well-qualified teacher with leadership potential. Enthusiasm, insight, integrity, kindliness and stamina are decided assets. Closing date 20 March 1987.

Plymouth, Highfield Junior School
Torridge Way, Efford, Plymouth PL3 6JQ
Deputy Headteacher — Group 4
Required April 1987 an experienced and well qualified primary teacher. The ability to take curriculum initiatives and a full roll in school management is essential. Evidence of involvement and commitment to developing links between home, school and community would be very desirable as would experience in working in a similar deprived social environment. Closing date 20 March 1987.

Plymouth, Woodfield Primary School
Taunton Avenue, Whitleigh, Plymouth PL6 4HP. (Roll 210)
Deputy Headteacher — Group 4
Required September 1987. Enthusiasm for the primary age-range and a strong desire to play a leading role in the senior management team. Please state your philosophy of the primary education sector and your major curriculum contributions. Closing date 20 March 1987.

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SCALE POSTS SECONDARY

Crediton, Queen Elizabeth's Community College
Western Road, Crediton, EX17 3LU. (Roll 1532)
Scale 3 — Chemistry
Required September 1987 an able and energetic scientist to be responsible for the Chemistry section. A large, well established Science Department seeks an experienced person able to make significant contributions towards curriculum developments. Closing date 20 March 1987.

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SCALE POSTS SPECIAL

Plymstock, Downham School
Ham Lane, Plymstock, Plymouth PL9 8BR. (Roll 72)
Scale 3S
Required September 1987 at this all age school which caters for pupils with severe learning difficulties. A teacher to be responsible for the curriculum planning and co-ordination of language work throughout the school. Closing date 20 March 1987.
(14864)

DEVON COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER

SECONDARY MATHEMATICS
continued

BROMLEY
HAYES SCHOOL
West Common Road, Hayes, Bromley, Kent BR2 7DR
Tel: 01-462 2767
For April or September, 1987, MASTER/MISTRESS to teach MATHEMATICS, Scale 1 plus £795 London Weighting. Full or Part-time appointment available. It is hoped to recruit an able and enthusiastic teacher who will be interested in examination work and enjoy working in a disciplined and responsive environment.
Application forms and further particulars available from/returnable to the Headteacher (s.a.e. please) by 26th March 1987. (02942) 133422

HAVERING
LONDON BOROUGH OF HAVERING
CHASE FARM SCHOOL
Havering Road North, Romford RM1 4YY
Tel: Romford 47353
Headteacher: D.A. Steward B.A.
Roll: 1010 Mixed)
Required for September 1987, or Easter 1987 if possible, a teacher of Mathematics, Scale 1, to join a well organised Department in this 11-18 mixed Comprehensive TVEI School. SMP 11-16 has been introduced over the last 12 months and in addition to being used in the first year this course is also being developed as a GCSE course in the fourth year. 'A' level teaching may be possible for a suitably qualified applicant and there may also be the opportunity for an interested applicant to be involved in the teaching of Computing.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher.
Closing Date: 20th March 1987. (44916) 133422

HERTFORDSHIRE
HITCHIN SCHOOL
Old Hale Way, Hitchin, Herts. SG5 1XT
Tel: Hitchin (0462) 50982/3
Head: Mr E.W.T. Kaye
Co-educational 11-19 Comprehensive
Required for September 1987 a teacher of MATHEMATICS (Scale 2). The department is well equipped and provides courses for all levels of public examination, including the Herts. Achievement Scheme. There is a separate Computer Studies Department with an excellent network system and other extensive equipment.
The post would suit a well qualified graduate with some teaching experience. Applications from new entrants to the profession will be considered, however, albeit at Scale 1. Opportunities exist for participation in a wide range of extra curricular activities and in the strong pastoral care system.
Applicants should write to the Headmaster as soon as possible giving full personal and professional details and providing the names, status and addresses of two referees, including present employer. (35057) 133422

HERTFORDSHIRE
NICHOLAS HAWKSMOOR SCHOOL
Cowley Hill, Borehamwood, Hertfordshire WD6 5LG
Tel: 01-953 7059
Fringe Allowance £282 p.a.
Required as soon as possible, A teacher of MATHEMATICS (Scale 2 for suitably qualified person). The subject is taught to G.C.S.E., 16 and 'A' levels - S.M.P. courses. In this 6 Form Entry Upper School for 600 boys and girls aged 13 to 18. A willingness to contribute to the general life of the school would be a recommendation. A temporary appointment up to 31st August 1987 would also be considered. Removal expenses of up to £3,150 payable in approved cases.
Apply by letter (no forms) with names of two educational referees, to the Headmaster as soon as possible. (35052) 133422

HERTFORSHIRE
CHANCELLOR'S SCHOOL
Pine Grove, Brookmans Park, Hatfield AL9 7BN
REQUIRED for SEPTEMBER, 1987, a well-qualified teacher of MATHEMATICS (Scale 1) to join a strong and successful department of six staff. The successful applicant will be expected to teach across the entire ability and age range. A willingness to assist with extra-curricular activities would be an added recommendation. Statistics and Computing are also taught.
Please apply, by letter (no forms) to the Headmaster, enclosing curriculum vitae and names and addresses of two referees with s.a.e. for reply. Further particulars are available from the school. (35061) 133422

ISLE OF MAN
BOARD OF EDUCATION
BALLAKERMEEN HIGH SCHOOL
Douglas, Isle of Man
(11-18 Co-Educational Comprehensive - 1150 on roll)
Required for September 1987, a well qualified, enthusiastic MATHEMATICS SPECIALIST. The department is currently developing the S.M.P. 11-16 scheme with our first year pupils. The successful candidate will also have the opportunity to teach Maths to 'A' level. An interest in Statistics would be advantageous.
Apply by letter, enclosing curriculum vitae and names and addresses of two referees to the Headmaster, (Tel: 0624 73958/9) from whom further details of the post may be obtained [illegible]

KENT
MATHEMATICIAN SEVENOAKS SCHOOL
Opportunity in a large well-financed mathematics department with a substantial requirement for Sixth Form teaching.
See Independent Schools. Page 82. (49938) 133422

KENT
THE RASMDEN SCHOOL FOR BOYS
Gillmans Road, Orpington, Kent BR5 4LB
Tel: 0689 31075
Required immediately at this 6 form entry comprehensive, a well qualified graduate teacher in the Mathematics Faculty, will be required to teach Mathematics to all ages and abilities throughout the school, including examination groups working for G.C.S.E. and G.C.E. 'A' level studies.
The school is housed in modern buildings on a site shared by the Ramsden School of Girls. There is a Joint Sixth Form of 200 boys and girls offering a wide range of established G.C.E. 'A' level courses.
Applications in the first instance should be by letter, addressed to the Headmaster, Mr M. Lane, B.Sc.
Closing date: 17th March 1987. (35075) 133422

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT
GRAVESEND GRAMMAR SCHOOL FOR GIRLS
Pelham Road, Gravesend DA11 0JE
Tel: 0474 352896
558 pupils, 180 in the Sixth Form
Teacher of Mathematics Scale 1 required for this 13-18 academically selective school, to teach Mathematics to Advanced Level. Mathematics is a strong subject within the school with half the sixth form choosing to sudy it to Advanced Level. A very good teaching environment makes this an ideal 'first appointment' for a new entrant into the profession to establish their teaching style in a supportive Department.
For further information about the school telephone or write to the Headmistress.

QUEEN ELIZABETH'S SCHOOL
Abbey Place, Faversham ME13 7PQ
A co-educational grammar school of 600 pupils
Required for September, a graduate to teach MATHEMATICS throughout the school to GCSE and/or Advanced Level. Possibility of a Scale 2 post for a suitably qualified candidate.
An interest in Computer Studies or Careers Education would be welcomed.
Further information may be obtained from the Headmaster at the school, to whom applications by letter, including the names of two referees, should be sent by 20 March.

NORTH WEST KENT AREA
WEST SECONDARY BOYS' SCHOOL
Highfield Road, Dartford, Kent DA1 2LZ
Tel: Dartford 20836
Required for September 1987: Mathematics Teacher (Scale 1) to join a very successful Department. The Candidate will be expected to teach throughout the school to G.C.S.E. level. Possibility of help with temporary housing in approved cases.
Please apply to the Headteacher at the school.
Closing date: 23.3.87.

EAST KENT AREA
ARCHBISHOP'S CE (AIDED) SECONDARY SCHOOL
St Stephen's Hill, Canterbury CT2 7AP
Headmaster: Mr. A. I. Hogarth, LL.B., B.Ed.
Voluntary Aided, mixed, 630 on roll
Required September 1987, a graduate teacher to join the Mathematics Depatment of this growing school (Scale I). An interest in computing would be a positive advantage and the school is very well equipped with the latest computer technology. The post would particularly suit a newly qualified entrant to the profession.
Further details and an application form are available from the Headmaster (sae please) and should be returned within 2 weeks of the appearance of this advertisement.
The successful candidate may be eligible for assistance with removal, lodging and mortgage expenses.

WEST KENT AREA
MASCALLS SCHOOL
Gedges Hill, Paddock Wood, Kent TN12 6LT
11-18 Co-Educational Comprehensive Roll 1350
MATHEMATICS SCALE 1
Required for September.
Qualified specialist graduate to teach across the age and ability ranges, including Advanced Level. Well-equipped, popular school in favoured area; Ideal opportunity for newly qualified applicants.
Please apply to the Headmaster by letter naming two professional referees. S.A.E. please.

MID KENT AREA
ST. SIMON STOCK SCHOOL
Oakwood Park, Maidstone ME16 0JP
An 11-18 Catholic wide ability school, 836 on roll, 120 in 6th Form (mainly A level students). Teacher of Mathematics required as soon as possible to teach across age and ability range using practical and investigational methods. College leavers welcome.
Applications with 2 referees (including a priest if applicable) to Headteacher [illegible]

HAMPSHIRE
SOUTH EAST HANTS AREA
HORNDEAN SCHOOL
Barton Cross, Horndean, Hants.
Tel: Horndean 594325
(12-18 mixed comprehensive - 1439 on roll)
Headteacher: Mr Morgan
Required September 1987, 2 qualified teachers of MATHEMATICS. Scale 1.
Closing date: 20th March 1987.
We pursue a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.
Please apply to Headteacher, enclosing s.a.e. for further details and application form. (44635) 133422

LONDON W12
BURLINGTON DANES CHURCH OF ENGLAND VOLUNTARY AIDED SCHOOL
Tel: 01-743 2182
(11-18 mixed : roll 1010)
Required from September 1987 two Scale 1 teachers of Mathematics (one permanent : one temporary to cover maternity leave). Enthusiastic department piloting Graded Assessment in Mathematics and assessing 4th Year course work for GCSE. SMP 11-16 in the first five years : well-established and successful 'A' level courses in Mathematics and Further Mathematics.
First appointments welcome.
Please ring the school for further details and application form which should be returned to the Headteacher, Mrs. Cairns, Burlington Danes School, Burlington Building, Wood Lane, W12 0HR within two weeks of this advertisement. (44511) 133422

LONDON W14
THE CARDINAL VAUGHAN MEMORIAL SCHOOL
Addison Road, Kensington, London W14
Tel: 01-603 8478
The Governors of this Voluntary Aided Catholic School for Boys, roll 584 120 in the Sixth Form, (Girls admitted only in the Sixth Form), require for September 1987 a TEACHER OF MATHEMATICS (Scale 1). The Governors are looking for an enthusiastic teacher to join a strong department. There is a possibility of a share in Advanced Level teaching. The willingness to offer some Computer Studies would be an advantage. Applications from experienced teachers or from students in the last year of training would be welcomed.
This is an opportunity to join the staff of a very popular and successful school which, founded in 1914 as a Public School, changed from Grammar to Comprehensive in 1977.
Candidates are asked to write/telephone for application forms and to note that visits are welcomed. The closing date is 23rd March, 1987. (44809) 133422

LONDON W6
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent, HMC, 1000 boys)
Required for September 1987 a graduate to teach MATHEMATICS. Salary Burnham on a scale appropriate to experience, plus Latymer and London Allowances. Single accommodation might be available during term time.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (44197) 133422

MERTON
URSULINE HIGH SCHOOL
15 The Downs, Wimbledon, London SW20 8HD
Girls' Roman Catholic Comprehensive High School, 13-18 (8f.e.) 870 on roll, 200 in the 6th Form
Required September teacher of Mathematics, to teach Mathematics throughout the school to A Level. Scale post available for a suitable applicant.
Applications to the Headteacher with names and addresses of two referees and s.a.e. for acknowledgement. (44862) 133422

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
BLYTH JEX SCHOOL
St. Clements Hill, Norwich NR3 4BX
11-18 Co-Educational Comprehensive
Required from 1st June 1987 or as soon as possible afterwards, good Mathematician to teach throughout the school to the Sixth Form. New SMP syllabus established and chosen for GCSE. Strong department, well stocked; Computing, CDT, Business Studies, well established.
Forms and details from the Headmistress at the School, Tel: Norwich 411721. (49951) 133422

NORTHUMBERLAND
CRAMLINGTON COUNTY HIGH SCHOOL
Highburn, Cramlington NE23 6BN
Group 12. 13-18 Comp of 1385 pupils inc. 135 in Sixth Form
MATHS TEACHER (Scale 1).
Required from September 1987. Graduate, to join a large faculty and to teach across age and ability range.
Removal expenses and lodging allowance may be payable.
For application forms and further details send a foolscap [illegible] to the above address. Closing date 17.03.87. [illegible] 133422

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
BREEZE HILL SCHOOL
Roxbury Avenue, Oldham
MATHEMATICS TEACHER - Scale 1
Required for Easter 1987, temporary to 31st August 1987.
Please apply by letter to the Head at the school, including full c.v. and names and addresses of 2 referees by 13th March.
An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (44488) 133422

PORTSMOUTH
PORTSMOUTH GRAMMAR SCHOOL
Please see main advertisement under Independent Section. (35215) 133422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
RECTORY SCHOOL
Hanworth Road, Hampton, Middlesex TW12 3HB
(An 11-16 mixed comprehensive with a growing roll - currently 1040)
MATHEMATICS TEACHER SCALE 1 (Plus Outer London Allowance of £795)
Required from April 1987 for the Summer Term only, a teacher of Mathematics to join a well-established department in an expanding school. The ability to teach across the full age and ability range is essential.
Apply by letter and C.V. direct to the Headteacher at the School as soon as possible. (44484) 133422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
RECTORY SCHOOL
Hanworth Road, Hampton, Middlesex TW12 3HB
(An 11-16 mixed comprehensive with a growing roll - currently 1040)
MATHEMATICS TEACHER SCALE 1 (Plus Outer London Allowance of £795)
Required for September 1987, an enthusiastic and committed teacher of Mathematics. The candidate will be expected to teach the full range of age and ability including work for G.C.S.E.
Applications welcomed from newly qualified teachers.
Applications by letter and C.V. direct to the Headteacher at the School by 20th March 1987. (44483) 133422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
SHENE SCHOOL
Park Avenue, East Sheen, London SW14 8RG
Shene is an 11-16 comprehensive school (approx. 900 pupils on roll) set in pleasant surroundings close to Richmond Park
Required from Easter 1987, a temporary MATHEMATICS teacher, Scale 1, for one term, to join a thriving and enthusiastic Department.
Please apply immediately by telephone (Tel: 01-876 8891) or by letter to the Head at the school, giving qualifications and experience as well as the name and address of one referee. (44478) 133422

SANDWELL
METROPOLITAN BOROUGH COUNCIL
ST MICHAELS C.E. HIGH SCHOOL
(11-16 Comprehensive)
Required for Summer Term 1987.
MATHEMATICS - Scale 1 Temporary one term post.
Letters of application giving full curriculum vitae and the names and addresses of two referees should be forwarded to the Head Teacher, Thorpe Road, Rowley Regis, Warley, West Midlands.
An equal opportunity employer. Canvassing of members of the authority will disqualify. [illegible] 133422

SOLIHULL
EDUCATION COMMITTEE
TUDOR GRANGE SCHOOL
Dingle Lane, Solihull, West Midlands B91 3PD
Tel: 021 705 5100
Required for 27th April 1987 (or 1st September 1987, should the earlier date not be possible), in this 11-16 all-ability School, a Scale 1 teacher of Mathematics and Computer Studies.
Candidates should be qualified teachers, prepared to teach all-ability levels throughout the school up to G.C.S.E. level. An interest in Technology, and its links with Mathematics, would be especially welcomed. Full involvement in the activities of the school is expected.
Apply by letter to the Headteacher enclosing C.V. and S.A.E. (44912) 133422

SURREY
EDUCATION COMMITTEE
BROADWATER COUNTY SECONDARY SCHOOL
Farncombe, Godalming, Surrey
Required for Easter/September a full-time teacher of Mathematics (Scale 1) at this 12-16 school designated to offer TVEI courses.
Send for details and application form send an SAE please to the Headteacher. (46500) 133422

SURREY
EDUCATION COMMITTEE
THE WARWICK SCHOOL
Noke Drive, Redhill RH1 4AD
Tel: Redhill 64356
(12-16 Mixed Comprehensive, NOR 825)
Enthusiastic Scale One Teacher of Mathematics required from September 1987, to join a lively and supportive team to teach the subject to all abilities up to GCSE level. Experience of an investigative approach to maths would be an advantage. Probationers welcomed.
Application form and further details from Headteacher. (49106) 133422

Modern Languages

Heads of Department

ESSEX
EPPING FOREST HIGH SCHOOL
Borders Lane, Loughton
Tel: 01-508 4080
HEAD OF MODERN LANGUAGES Scale 4
Required as soon as possible, well qualified graduate to head well resourced Department offering both French and German. Preference given to applicants able to teach both languages.
Closing date: 23rd March 1987.
Letter of application together with curriculum vitae and names of two referees to Headteacher at the School (foolscap sae please). (49991) 133618

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT
EAST KENT AREA
SIMON LANGTON BOYS' GRAMMAR SCHOOL
(630 boys including 150 in Sixth Form)
Required for September 1987. Head of Russian to organize and teach the subject from Second Year to 'A' and 'S' levels. An energetic and enterprising teacher is sought to continue a tradition of regular visits to the U.S.S.R. and participation in other foreign, residential visits. Ability to teach French or English to Fifth Form level is important.
Present Scale 2 or 3 on experience and qualifications.
Letter of application, together with c.v., the names of two referees and a s.a.e. should be sent to the Headmaster, Simon Langton Boys' School, Nackington Road, Canterbury, Kent CT4 7AS.

WEST KENT AREA
MASCALLS SCHOOL
Gedges Hill, Paddock Wood, Tonbridge, Kent TN12 6LT
11-18 Co-Educational Comprehensive - Roll 1350
GERMAN SCALE 2 OR 3 (HEAD OF DEPARTMENT)
Required for September.
Suitably experienced and well qualified graduate to teach German to 'A' level and French to GCSE level, within recently formed Faculty of Modern Languages. Well equipped, popular school in favoured area. Ideal opportunity for newly qualified applicants.
Please apply to the Headmaster by letter naming two professional referees. S.A.E. please. (35328) 133618

REDBRIDGE
CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford RM6 4RS
Tel: 01-599 6283/2600
Head: Mrs D. Watkins, B.Ed.
Required for April or September 1987 for this 6 form entry mixed 11-18 comprehensive school: Head of Modern Languages (Scale 3) offering both French and German to 'A' level, with a commitment to the development of communicative skills and course/oral competence. Opportunity for an enthusiastic teacher who is prepared to encourage and participate in exchange visits and extra curricular activities as part of his/her leadership role.
The post attracts Outer London Allowance; assistance with legal fees for home purchase and resettlement expenses where appropriate is given in approved cases.
Application forms and further details (s.a.e. please) available from the Headteacher, [illegible] 133618

POWYS
COUNTY COUNCIL EDUCATION DEPARTMENT
LLANDRINDOD HIGH SCHOOL
Required for September 1987, Head of Modern Languages, Scale 3. French and Welsh are taught jointly with the School. A knowledge of Welsh is an advantage, but not essential. (Ref: 288).
Application forms and further particulars are obtainable from the Headteacher, Llandrindod High School, Llandrindod Wells, Powys LD1 6AW, to whom completed forms should be returned by 20th March 1987. (44464) 133618

SHROPSHIRE
STIRCHLEY UPPER SCHOOL
District Centre, Stirchley, Telford, Shropshire TF3 1FA
Tel: Telford 696611
13-18 mixed comprehensive school
Required for September 1987. Permanent, full-time Scale 2 Teacher as Head of German.
Application forms and details from the Head (SAE required). (00887) 133618

Scale 2 Posts and above

BROMLEY
RAVENS WOOD SCHOOL
Oakley Road, Bromley BR2 8HF
Tel: 0689 56050
For September 1987, a teacher of German and French, Scale 1 plus Outer London Allowance. Ravens Wood School is a 5 form comprehensive school for boys. The school enjoys a balanced intake by ability and it has strong active support from its PTA. The TVEI scheme here is in its second year and the influence of curriculum innovation has been well received.
Application forms and further details available from returnable to the Headteacher by 26th March 1987. (35246) 133618

ESSEX
TABOR HIGH SCHOOL
Panfield Lane, Braintree CM7 7TW
Tel: (0367) 23701
(Roll 1,100)
MODERN LANGUAGES Scale 2
Required September 1987 to be second in Department.
Ability to teach French to 'A' Level and German at least to years 1-3. Special responsibilities to include the organisation of Upper School French. Other responsibilities to be negotiated. Lively department offering two languages to all pupils.
Closing date: 13th March 1987.
Further details and application form available from the Headteacher (foolscap sae please). (49995) 133618

HERTFORDSHIRE
NICHOLAS HAWKSMOOR SCHOOL
Cowley Hill, Boreham Wood WD6 5LG
Tel: 01-953 3137
6 Forms of Entry, Upper School. Mixed: 13-18
Required temporary for the Summer Term, 1987, only, a Teacher to be responsible for German to GCE 'O' and 'A' level standard. Possibility of Scale 2 for suitably qualified applicant. Language laboratory and well equipped Department.
Fringe Allowance £282 pa.
Apply by letter to the Head as soon as possible, including curriculum vitae and names and addresses of 2 referees (sae please). (35050) 133618

Scale 1 Posts

BROMLEY
HAYES SCHOOL
West Common Road, Hayes, Bromley, Kent BR2 7DB
Tel: 01-462 2767
For September 1987, graduate MASTER/MISTRESS to teach FRENCH and GERMAN to the Advanced Level at the six-form entry, co-educational 11-19 years school. Scale 1 plus £795 London Weighting. It is hoped to recruit an able and enthusiastic teacher who will be interested in examination work and enjoy working in a disciplined and responsive environment. The school has a large sixth form of 230 students and easily fills all ability levels of a balanced intake. There is a well-equipped Language Laboratory. Spanish and Latin are also taught.
Application forms and further details available from/returnable to the Headteacher by 26th March 1987. (35241) 133618

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
Temporary Teacher (Scale 1) required as soon as possible at Woodhey High School (11-16 comprehensive), Bolton Road West, Ramsbottom, Bury BL0 9QZ, to teach French throughout the ability range.
Applications by letter including full curriculum vitae together with the names and addresses of two referees to the Headteacher at the school [illegible]

SECONDARY MODERN LANGUAGES
continued

CAMBRIDGESHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WITCHFORD VILLAGE COLLEGE
Manor Road, Witchford, Ely, Cambs. CB6 2JA
FRENCH (SCALE 1)
Required from September in this mixed 11-16 Comprehensive Community College (roll 670) 3 miles from Ely.
Application form and details from the Warden (foolscap S.A.E. please). Closing date 20th March 1987. (44445) 133622

CUMBRIA
ST. JOSEPH'S R.C. SCHOOL
Harrington Road, Workington CA14 3EE
11-18 RC Comp, mixed 11-18, NOR 497)
ASSISTANT TEACHER (Scale 1)
Required from Sept. 1987, enthusiastic and suitably qualified teacher to teach French to GCSE and 'A' level. French is the main modern language, with German, in the school.
Application forms and further details from the Head. Closing date: 20.3.87. (03911) 133622

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunity Employer
THE GRANGE SCHOOL
Grange Lane, Stourbridge, West Mids. DY9 7H8
(11-16 co-ed. comp. Group 11)
Required September, 1987 graduate TEACHER GERMAN/FRENCH (Scale 1) to have sole responsibility for teaching German to G.C.S.E. level. Ability to teach French to G.C.S.E. level also essential. Applications from new entrants welcome.
Details/application forms from and returnable to Headteacher by 20th March. (44853) 133622

ENFIELD
LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 9DR
Roll 940
Required September 1987, or earlier, teacher of FRENCH (Scale 1) to join an expanding, lively Modern Languages Department. The Department at present offers French, German and European Studies and the successful candidate will be expected to teach throughout the School.
The French taught in Year 1 is from the Eclair course, progressing to Tricolore in year 2 onwards. Possibility of some 'A' level teaching for suitably qualified candidate. Despite falling rolls the school is regularly oversubscribed and is situated within easy reach of the M25 Motorway and Green Belt amenities.
London Allowance, £796.
Application forms (large SAE) obtainable from, and to be returned to, the Head Teacher. Closing date 20th March 1987.
An equal opportunity employer. (49906) 133622

HERTFORDSHIRE
NICHOLAS HAWKSMOOR SCHOOL
Cowley Hill, Boreham Wood WD6 5LG
Tel: 01-953 3137
6 Forms of Entry, Upper School. Mixed: 13-18
Required temporary for the Summer Term, 1987, only, a Teacher to be responsible for German.
See under Sec. Modern Languages Scale 2 plus. (35051) 133622

HOUNSLOW
FELTHAM COMMUNITY SCHOOL
Browells Lane, Feltham, Middlesex TW13 7EF
Tel 01-890 0167
(Roll: 1325 Sixth Form 125)
Head: Paul M. Grant, B.Sc., Dip.Ed.
Required for Easter and/or September, 1987, a well qualified teacher of French (Scale 1) able to teach across a wide age and ability range. An ability to offer a second language would be an advantage. Applications will be considered for a one term appointment, new entrants from college and/or part-time teachers.
The Modern Languages Department is housed in an excellently equipped suite of rooms, which opened in September 1986. The successful candidate will join an enthusiastic department, committed to teaching languages to all children. Modern Languages form part of core curriculum in years 1-3. In addition to G.C.S.E. courses in years 4 and 5 it is hoped to extend language teaching in to P.V.P. and C.P.V.E. in the 6th Form.
The presence of all pupils on one site since September 1986, proposals with a whole school curriculum review, and substantial adult interest in Community School developments, present a unique opportunity for an energetic, imaginative teacher. An enthusiasm for exploring flexible styles of working in, for example, Adult Education Classes, is desirable.
Every member of staff is attached to a Year Group for pupil welfare and is expected to contribute to the life and work of that year.
Letters of application (no forms) to the Head within seven days, giving details of qualifications, experience and the names and addresses of two referees.
London Allowance £795 per annum.
[illegible] AN EQUAL OPPORTUNITY EMPLOYER. [illegible] 133622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESEND GRAMMAR SCHOOL FOR GIRLS
Pelham Road, Gravesend DA11 0JE
Tel: 0474 352896
958 pupils, 180 in the Sixth Form
Required for September 1987 for this 13-18 academically selective school, teacher of French and German, capable of teaching ONE of these subject to Advanced Level. A very good teaching environment makes this an excellent 'first appointment' for a new entrant into the profession to establish their teaching style in a supportive Department, responding very positively to G.C.S.E. and T.V.E.I. initiatives.
For further information telephone or write to the Headmistress.

NORTH WEST KENT AREA
WEST SECONDARY BOYS' SCHOOL
Highfield Road, Dartford, Kent DA1 2LZ
(Tel: Dartford 20836)
Required for September 1987.
Please apply to the Headteacher at the school.
Closing date: 28.3.87. (35329) 133622

MERTON
URSULINE HIGH SCHOOL
15 The Downs Wimbledon, London SW20 8HD
Girls' Roman Catholic Comprehensive High School, 13-18 (8 f.e.) 870 on roll, 200 in the 6th Form
Required September, teacher of German, to teach German throughout the school to A Level; an ability to teach French, at least G.C.S.E. level most desirable.
Applications to the Headteacher with names and addresses of two referees and s.a.e. for acknowledgement. (44860) 133622

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
GAYWOOD PARK HIGH SCHOOL
Queen Mary Road, Kings Lynn PE30 4QG
(Group 11)
Roll: 1295 Mixed 11-18 years
Required April 1987 or as soon as possible.
Scale 1. French to all levels. Ability to offer a second language particularly Spanish would be an advantage.
Apply by letter giving names of two referees and curriculum vitae to the Headmaster. Closing date 20th March 1987. (49962) 133622

NORFOLK
COUNTY COUNCIL
KING EDWARD VII HIGH SCHOOL
Gaywood Road, King's Lynn PE30 2QB
(Group 12) Roll 1317 mixed 11-18 years (190 sixth form)
Required April or September, 1987 Scale 1 French, ability to offer German an advantage.
Apply by letter giving names of two referees and tabulated c.v. to the Headmaster as soon as possible. Further particulars are obtainable (s.a.e. please). (35203) 133622

NORTHAMPTONSHIRE
RUSHDEN CHICHELE GIRLS' SCHOOL
Spencer Road, Rushden, Northants. NN10 8AD
FRENCH TEACHER - Scale 1 (temporary for one term).
Required for 27 April 1987.
A full-time teacher of FRENCH is required to join a lively Modern Language department of 5 teachers.
Experience of GCSE teaching and progressive language teaching methods required.
Letters of application together with CV (no forms) should be sent to the Headteacher at the school.
Closing date a fortnight after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (44802) 133622

SHROPSHIRE
ADAMS SCHOOL
Wem Lowe Hill Road, Shrewsbury, Shropshire SY4 5UB
Tel: Wem 32328
11-18 mixed comprehensive school
Required for September 1987, permanent, full-time Scale 1 Teacher of Modern Languages able to offer both French and German at all levels in this 11-18 comprehensive school.
Application forms and details from the Head (sae required). (44729) 133622

SOLIHULL
EDUCATION COMMITTEE
WHITESMORE SCHOOL
Chapelhouse Road, Chelmsley Wood, Birmingham B91 5JS
Tel: 021 770 4431
Required for 27th April 1987 in this 11-18 all-ability school, a Scale 1 teacher of French, until 31st August 1987 in the first instance, to teach throughout the school in an excellent equipped department.
Apply by letter to the Headteacher enclosing C.V. and S.A.E. (44911) 133622

SUTTON
LONDON BOROUGH OF SUTTON
WALLINGTON HIGH SCHOOL FOR GIRLS
Woodcote Road, Wallington, Surrey SM6 0PH
Tel: 01-647 2380
(Girls selective school - 11-18 years - 680 on roll)
MODERN LANGUAGES - SCALE 1
Required for September, 1987 a teacher of French (ability to teach German or Spanish an advantage) to join a thriving department to teach to 'O' and 'A' level. There is a new Language Laboratory. The school became part of the Sutton TVEI submission in September 1986 and the importance of language in Business is emphasised. The post could be an exciting opportunity for a new entrant to the teaching profession.
Applications to the Headteacher, with c.v. and names and addresses of two referees, as soon as possible. (49103) 133622

Music

Heads of Department

HAVERING
LONDON BOROUGH OF HAVERING
CAMPION SCHOOL
Wingletye Lane, Hornchurch RM11 3BX
Tel: Hornchurch 52332
(Roll 760 Boys Sixth Form 160)
Headteacher: Dr J.P. Rowbottom B.Sc., P.Hd., D.I.C.
Required for September 1987 Head of Music Scale 3. An ambitious and experienced teacher is required to maintain and develop a busy department with a full choir 250 strong, select choir, orchestra, jazz and folk groups.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (44918) 133818

HERTFORDSHIRE
ONSLOW ST. AUDREY'S SCHOOL
Old Retory Drive, Hatfield, Herts.
This is a mixed School of 800 pupils
Headmaster: M.J.A. Clarke, B.A.
Required for September 1987 Head of Music, Scale 3.
There is a vacancy for a capable, experienced and enthusiastic teacher to head a department of two and a team of peripatetic instrumental teachers.
All pupils study Music up to the end of the 3rd Year and it becomes an option at 4th and 5th Years. At 6th Form level Music is taught in the town's consortium of sixth forms.
A willingness to run extra-curricular Music will be important.
Please apply by letter and curriculum vitae to the headmaster quoting the names of two referees. (35062) 133818

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT
NORTH WEST KENT AREA
MEOPHAM SCHOOL
Wrotham Road, Meopham, Kent DA13 0AH
680 Mixed
A high school under the Thames-side Scheme with well established examination courses. Required in September, Head of Music (Scale 3) to teach throughout the school, be responsible for extra-curricular activities and to co-ordinate the peripatetic staff.
Further particulars from Headmaster, to whom applications should be sent by letter, giving details of qualifications and experience and names, addresses and status of two referees.
Closing date: 22.3.87.
Possibility of help with housing in temporary approved cases. (35330) 133818

SUTTON
LONDON BOROUGH OF SUTTON
STANLEY PARK HIGH SCHOOL
Stanley Park Road, Carshalton, Surrey SM5 3HP
Tel: 01-647 5842
(Four forms entry - 11-16 non-selective co-educational - 680 on roll)
HEAD OF MUSIC - SCALE 3
Required for September 1987. The school enjoys a long tradition of pupils and teacher participation in the musical abilities organised both within and outside the curriculum. Special emphasis is given to supporting the subject which recognises the major role that music plays in the corporate life of the school.
Applications to the Headteacher with c.v. and names and addresses of two referees, together with s.a.e. (49104) 133818

NORTHAMPTONSHIRE
DAVENTRY SCHOOL
Ashby Road, Daventry, Northants. NN11 4HJ
RE-ADVERTISEMENT
HEAD OF MUSIC (Scale 3)
A splendid new Music Suite was opened in September 1985 with two teaching rooms, practice rooms, Group Room and excellent storage and it has been most handsomely equipped.
We are looking to appoint an enthusiast who will further exploit the surge of interest evident from pupils of all ages as expressed in time-tabled lessons, in Orchestras, in Bands and in Ensembles. Interest in the application of modern technology particularly welcomed: a fund of equipment has been provided for this purpose.
Formed as a Comprehensive School in 1967, this School serves the northern part of the town, although most of the pupils come from surrounding villages.
This appointment will take effect from 1 September 1987.
Forms and further details from the Headmaster (sae please).
Closing date a fortnight after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (44908) 133818

CLEVELAND
COUNTY OF CLEVELAND
An equal opportunities employer
SCALE 1/2 PERIPATETIC INSTRUMENTAL TEACHERS
Required for September, 1987, two suitably qualified and experienced peripatetic instrumental teachers for the following vacancies.
Scale 2 posts are available for suitably experienced applicants; newly qualified teachers could be considered for appointment at Scale 1 level.
(a) TEACHER OF WOODWIND (This post is available from Easter, 1987).
Performing ability on double reeds would be an advantage.
(b) TEACHER OF BRASS INSTRUMENTS - Good knowledge of French Horn would be an advantage.
Car allowance available. Financial assistance with household removal expenses may be available in approved cases.
Application forms and further details and obtainable from and returnable to the County Education Officer, Education Officer, Woodlands Road, Middlesbrough, Cleveland TS1 3BN (Tel: Middlesbrough 248155, Ext. 3017), by 25th March, 1987. Applications by letter should include details of education, training, qualifications and experience together with the names an addresses of two referees. (44649) 133822

WALSALL
METROPOLITAN BOROUGH COUNCIL
TEACHER OF MUSIC SCALE 1
A suitably qualified teacher is required from September 1987.
Application forms and further details available on receipt of an S.A.E. from the Head Teacher, Shevel Community School, Vernon Way, off Shevel Lane, Bloxwich, Walsall, West Midlands WS3 3PA.
Closing date: 20th March 1987.
Walsall is an Equal Opportunity Employer. (44583) 133822

WALSALL
METROPOLITAN BOROUGH COUNCIL
TEACHER OF MUSIC Scale 1
Required September, 1987. A well qualified musician is sought who can teach Music to all examination levels, and who can offer one other subject. The school possesses good Music facilities and there is a high degree of active participation and support. Creative group work is encouraged.
Further details and application forms are available on receipt of an S.A.E. from the Headteacher, Barr Beacon Community School, Old Hall Lane, Aldridge, Walsall, West Midlands.
Closing date: 20th March, 1987.
Walsall is an Equal Opportunity Employer. (44693) 133822

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
DEPARTMENT OF EDUCATION
WOODWIND TEACHER
(Peripatetic Music Service)
SCALE 1
The Authority is seeking to appoint a qualified Full-time teach or Part-time teachers for Woodwind Instruments, with effect from 1st September, 1987.
Application forms and further details available from the Director of Education, Education Offices, Cleveland Street, Birkenhead, Wirral L41 6NH, to whom they should be returned by 24th March 1987. (44647) 133823

Scale 2 Posts and above

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT
WEST KENT AREA
HALSTEAD PLACE SCHOOL
Church Road, Halstead, Kent TN14 7SQ
Co-educational Day/Boarding School for pupils aged 10-19 years
Required for September (Scale 2) teacher to specialise in teaching music to children with moderate learning difficulties. The post also involves teaching a small class of children aged between ten and twelve years. There is a requirement to undertake extraneous duties of fifteen hours per week for which the payment is £2,949 per annum.
For particulars contact the Headmaster, Tel: 0959 33294. (35331) 133820

EAST SUSSEX
WILLIAM PARKER SCHOOL
Parkstone Road, Hastings TN34 2NS
Voluntary controlled boys comprehensive, 11-18. Roll: 1270
(Sixth Form 160)
From September 1: Teacher of Music (Scale 1) committed to classroom music making and to high performance standards. Enthusiasm for choral music helpful.
Relocation grants in approved cases.
Application forms (sae please) from the Head Teacher. Closing date: March 20. (35113) 133823

Scale 1 Posts

CHANNEL ISLANDS
STATES OF JERSEY EDUCATION COMMITTEE
PERIPATETIC INSTRUMENTAL SERVICE
REQUIRED FOR SEPTEMBER, 1987
SPECIALIST TEACHER OF VIOLA
Jersey Salary Scale - £11,110 to £14,420
The successful candidate will join a staff of nine specialist instrumental teachers, and as well as being responsible for viola tuition, some of the teaching timetable will involve teaching the full range of string instruments. Group teaching is usually done in the early stages and teachers follow their pupils through to at least a Grade 8 standard.
An essential part of the work is performing in the weekly schools concerts and Youth Orchestra coaching.
Applicants must be a car owner with a current driving licence and must be dual qualified. In that they must possess a recognised musical qualification together with a Post Graduate Certificate of Education, but should show evidence of some proven experience as both performer and teacher.
Application Forms obtainable from Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, Channel Islands. Tel: 0534 71065. Ext. 261/260.
CLOSING DATE:- FRIDAY 27TH MARCH, 1987. (44699) 133820

CHESHIRE
LORETO GRAMMAR SCHOOL
Dunham Road, Altrincham, Cheshire WA14 4AH
Tel: 061-928 3703
An independent Catholic Girls School with 840 pupils on roll
Required for September 1987 Graduate to assist in the teaching of Music throughout the school to Advanced Level and in the running of extra-curricular activities. The school has 2 orchestras, 3 choirs and 15 visiting peripatetic teachers.
Application Form and further particulars available from the Headmistress on receipt of a s.a.e. Closing date Wednesday 25th March 1987. Scale 2 available for suitably qualified and experienced candidate. (44997) 133822

EAST SUSSEX
PRIORY SCHOOL
Mountfield Road, Lewes BN7 2XD
Comprehensive mixed, 11-18. Roll: 1250
From September 1987: Teacher of Music (Scale 1). A young, dynamic and innovative Music teacher is sought to assist the development of the subject as a practical and creative activity in the classroom, and to work with extra-curricular groups. The school has a strong tradition of Music, with its own Chapel, and full support is given by the County Music Service with a wide range of in-service courses, classroom projects and peripatetic teachers. The Lewes area is musically very alive, and the right person will find our pupils very enthusiastic and responsive.
Relocation grants in approved cases.
Application forms (sae please) from and returnable to the Head Teacher. (49963) 133822

Physical Education

Scale 2 Posts and above

HAMPSHIRE
THE MOUNTBATTEN SCHOOL
Whitenap Lane, Romsey SO5 8SY
11-16 Comp. Mixed
P.E. Teacher Scale 2. Second in Department, with special responsibility for girls.
Letter of application with full c.v. names and addresses of two educational referees and s.a.e. to the Headteacher.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (44958) 134220

HEREFORD AND WORCESTER
COUNTY COUNCIL
NUNNERY WOOD HIGH SCHOOL
Please see main advertisement under Scale 1 posts. (35225) 134220

Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER
The following are required for 1st September, 1987, unless otherwise stated and the closing date is 19th March, 1987.

Secondary Schools
Application forms from/to Headteacher at the School (SAE please).

PRESTON WILLIAM TEMPLE CE HIGH (AIDED)
St Vincent's Road, Fulwood, Preston (549 on Roll)
Required 1st September, 1987, or earlier if available.
SCALE 2 – SECOND IN THE ENGLISH DEPARTMENT

BURNLEY ESL SERVICE
Required as soon as possible
SCALE 2 – (SECTION 11 POST) – COMMUNITY LANGUAGE TEACHER – PERIPATETIC TO TEACH URDU AND/OR BENGALI TO 'O' LEVEL.
Application forms to/from District Education Officer, Education Offices, 14 Nicholas Street, Burnley.

FLEETWOOD CARDINAL ALLEN RC HIGH (AIDED)
Melbourne Avenue, Fleetwood (754 on Roll)
TWO POSTS
SCALE 1 – (1) HISTORY
(2) FRENCH

HYNDBURN READING & LANGUAGE SERVICE
based at Rishton Norden County High School.
Required 1st May, 1987 or as soon as possible thereafter.
SCALE 2 – PERIPATETIC TEACHER TO TEACH SMALL GROUPS IN PRIMARY & SECONDARY SCHOOLS.
(44980)

SECONDARY PHYSICAL EDUCATION
continued

Scale 1 Posts

BARNET
LONDON BOROUGH
HASMONEAN HIGH SCHOOL
Holders Hill Road, Hendon, London NW4 1NA
Tel: 01-203 1411
V.A. Roll 940. Sixth Form 164
Required Summer Term 1987 qualified teacher of PHYSICAL EDUCATION for girls. Scale 1. The successful applicant will work in a purpose-built gymnasium with many attractive facilities. Ability to teach a second subject, preferably Mathematics or Junior Science, would be an advantage.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees, S.A.E. To Page St., NW7 2UQ. (49033) 134222

BEXLEY
LONDON BOROUGH
ST. MARY & ST. JOSEPH'S R.C. SCHOOL
Chislehurst Road, Sidcup, Kent DA14 6BP
Tel: 01-309 7700
Girls' Physical Education - to cover maternity leave. A suitably qualified teacher of Girls' P.E. and Games is required from May 18th. Netball, Hockey, Tennis and Athletics will be the main Games activities.
Applications directly to the Headmaster at the above address as soon as possible. (35310) 134222

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
THE CROSSLEY HEATH SCHOOL
Savile Park, Halifax HX3 0HG
Ref: ED8/3117
Required as soon as possible for the remainder of the academic year, a temporary teacher of PHYSICAL EDUCATION (Scale 1).
Application forms for the above post obtainable (on receipt of foolscap SAE from the Chief Education Officer, PO Box 33, Northgate House, Northgate, Halifax HX1 1UN, to whom completed forms should be returned quoting post reference number by 18th March 1987.
The Council is committed to being an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, age, disability, sexual orientation or marital status who have the necessary attributes for the post.
(35106) 134222

EAST SUSSEX
WILLIAM PARKER SCHOOL
Parkstone Road, Hastings TN34 2NS
Voluntary controlled boys comprehensive
11-18, Roll: 1270 (Sixth Form 160)
From September 1: Teacher of Physical Education (Scale 1) to join a strong department working to very high standards in P.E. and in competitive games. A candidate offering rugby would be at an advantage.
Relocation grants in approved cases.
Application forms (sae please) from the Head Teacher. Closing date: March 20. (35112) 134222

HAVERING
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
Havering Road North, Romford RM1 4YY
Tel: Romford 47353
Headteacher: D.A. Steward B.A.
(Roll 1010 Mixed)
Required for September 1987, or Easter, 1987 if possible, a teacher of boys P.E., Scale 1, to join a successful and well organised Department in this 11-18 mixed Comprehensive School. PE/Games is taken by all pupils throughout the School and in addition GCSE option courses are being offered in both outdoor education and PE. The facilities at School include a gym, sports hall and extensive playing fields on site.
Closing Date: 20th March 1987.

FOREST LODGE SCHOOL
Lodge Lane, Romford RM5 2LD
Tel: Romford 46412
Headteacher: Mrs P.A. Atherton
Roll: 771 Mixed
Required for Easter 1987 a scale 1 teacher of girls PE to work in a lively and enthusiastic department in which mixed PE is taught. The post could be temporary or permanent and an interest in extra curriculum activities is important. The School has excellent facilities including an indoor swimming pool.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher at the school concerned as soon as possible. (44920) 134222

HEREFORD AND WORCESTER
COUNTY COUNCIL
NUNNERY WOOD HIGH SCHOOL
Spetchley Road, Worcester WR5 2LT
Required from September 1987, a well qualified teacher of Girls' Physical Education. Applications are invited from experienced and newly qualified teachers. Scale 1 or 2.
Further details and application forms available from the Headteacher ... s.a.e. (35224) [illegible]

HERTFORDSHIRE
HITCHIN BOYS' SCHOOL
Grammar School Walk, Hitchin, Herts. SG5 1JB
Head: Mr E.W.T. Kaye
all ability 11-18 910 boys (150 in Sixth Form)
Required for Summer Term, teacher of GAMES AND P.E.
Apply to the Headmaster with c.v. and names and addresses of two referees. (35060) 134222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
RAINHAM MARK GRAMMAR SCHOOL
Pump Lane, Gillingham, Kent ME8 7AJ
Co-educational, 5-form entry Roll 960 200 in Sixth Form
Required for September 1987 a specialist Scale 1 teacher, principally for Girls' Physical Education, to join this well-established and innovative department with excellent on-site facilities. The successful applicant should be broadly qualified and should have a keen interest in Dance. This appointment would be extremely suitable for a new entrant to the profession.
Application form and further details may be obtained from and returned to the Headteacher. Please mark envelope PE1.

WEST KENT AREA
MASCALLS SCHOOL
Gedges Hill, Paddock Wood, Kent TN12 6LT
11-18 Co-Educational Comprehensive - Roll 1350
PE (BOYS) SCALE 1
Required for September.
Qualified specialist to share work across the full age range. Department of four within a recently formed faculty of Performing Arts. Well equipped, popular school in favoured area. Ideal opportunity for newly qualified applicants.
Please apply to the Headmaster by letter naming two professional referees S.A.E. please. (35332) 134222

OXFORDSHIRE
COUNTY COUNCIL
BANBURY SCHOOL
Ruskin Road, Banbury OX16 9HY
Mixed 11-18 Comprehensive
Required for the Summer term (temporarily until 31.8.87) a full-time teacher of P.E. predominantly for girls, to join a large, well equipped, mixed faculty.
Two person appointed will also be required to assist as a tutor within the pastoral structure.
Application forms & further details available from the Principal. Sae please, to be returned as soon as possible.
An equal opportunity employer. (44890) 134222

REDBRIDGE
ILFORD COUNTY HIGH SCHOOL FOR BOYS
Fremantle Road, Barkingside, Ilford, Essex IG6 2JB
Tel: 01-550 2581
Head: J.D. Moore, M.A.
Required for September 1987: Teacher of Physical Education for this Boys' selective school.
The school offers a high standard in the major games with extensive playing fields, fitness laboratory and a swimming pool on site.
Applicants should state the second subject they are prepared to offer.
Apply immediately by letter to the Head, from whom further details and application forms are obtainable (s.a.e. please).
The post is on Scale 1 with Outer London Allowance; assistance with legal fees for house purchase and resettlement expenses where appropriate is given in approved cases.
(35123) 134222

SUTTON
LONDON BOROUGH OF SUTTON
WALLINGTON HIGH SCHOOL FOR GIRLS
Woodcote Road, Wallington, Surrey SM6 0PH
Tel: 01-647 2380
(Girls selective school - 11-18 years - 680 on roll)
PHYSICAL EDUCATION - SCALE 1
Required for September, 1987 a teacher of Physical Education. There is a wide range of both curricular and extra-curricular activities throughout the school including some off-site activities for the sixth form. Physical Education is well regarded and is part of the TVEI core. School teams are successful in a wide range of sports. The ability to coach hockey teams would be an advantage. There are good facilities in pleasant surroundings. This could be a good first appointment for someone with enthusiasm and initiative.
Applications to the Headteacher with c.v. and names and addresses of two referees, as soon as possible.
(49109) 134222

Religious Education

Heads of Department

HERTFORDSHIRE
See also advertisement under Independent Schools ... [illegible]

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
TONBRIDGE, THE HIGH CHRISTIE SCHOOL
Norwich Ave., Tonbridge, Kent TN10 4QL
11-18 Mixed - Roll 1300, 150 in Sixth Form
Required for April 1987 or as soon as possible thereafter, an experienced and well qualified teacher to be responsible for RELIGIOUS EDUCATION (Scale 2) throughout the school. An enthusiastic person is sought to promote Religious Education both as an examination subject and as part of General Studies in years 4, 5 and 6.
Apply to the Headmaster at the school enclosing a full c.v. and the names and addresses of two referees. (46493) 134420

Scale 1 Posts

HAVERING
LONDON BOROUGH OF HAVERING
CHAFFORD SCHOOL
Lambs Lane, Rainham RM13 9XD
Tel: Rainham 52811
Headteacher: A.W. Grantham, B.Sc.
Roll: 806 Mixed
Required for September 1987 (or earlier if possible) teacher of RE and Special Needs/Education, Scale 1. Opportunity for enthusiastic, compassionate teacher to work in the Lower School.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (44657) 134422

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
RICHARD CHALLONER SCHOOL
Manor Drive North, New Malden, Surrey KT3 5PE
Tel: 01-330 5947
No. on roll 611
ROMAN CATHOLIC SECONDARY BOY'S SCHOOL
Required as soon as possible, until the end of the Summer Term, a teacher of RELIGIOUS EDUCATION to assist with classes through at the 11-18 age range.
Scale 1 post. London Allowance £795.
Further details and an application form are obtainable from the Headmaster, to whom completed forms should be returned without delay.
An Equal Opportunities Employer. (46498) 134422

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
NOTRE DAME HIGH SCHOOL
Surrey Street, Norwich NR1 3PB
NOR 1000
Required for September, 1987, an enthusiastic, well qualified teacher of Religious Education (Scale 1) to join this key department in this 11-18 mixed Catholic Comprehensive School. The Governors are seeking a deeply Committed Catholic who is in full sympathy with the Post Vatican II Church and able to relate to all levels of ability.
Forms and further details are available from Monsignor H. Wace (Chairman of Governors), c/o the School, (s.a.e. please). Closing date 20th March, 1987. (49959) 134422

Science

Heads of Department

SHROPSHIRE
ABRAHAM DARBY SCHOOL
Hill Top Madeley, Telford, Shropshire TF7 5MX
Tel: Ironbridge 2081
11-18 mixed comprehensive school
Required for September 1987, Permanent full-time Scale 3 Teacher for Head of Chemistry. Subjects taught to GCSE and A level. Combined Sciences taught in lower school.
Application forms and details from the Head, (SAE required). (02918) 134818

CUMBRIA
SOUTHFIELD SCHOOL
Needham Drive, Workington CA14 3SE
County Comp. mixed 11-18 NOR 1362
HEAD OF SCIENCE (Scale 4)
Required from Sept. 1987. You should be qualified to teach Chemistry/Physics at all levels up to 'A' level.
Application forms and further details from the Head. Closing date: 20.3.87. (35065) 134818

DEVON
COUNTY COUNCIL ... [illegible]

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
THE BUCKPOOL SCHOOL
Brierley Hill Road, Wordsley, Stourbridge, West Mids. DY8 5SP
(12-16 co-ed. comp. Group 11)
Required 28th April, 1987 or as soon as possible thereafter, HEAD OF BIOLOGY (Scale 2) to join successful and progressive department at an exciting stage of its development, housed in suited accommodation. In addition to a commitment in this subject area successful candidate will also have an enthusiasm for the development of all aspects of science.
Interested applicants should contact Headteacher IMMEDIATELY (Brierley Hill 76766 or 73444). (44832) 134818

HAVERING
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
Havering Road North, Romford RM1 4YY
Tel: Romford 47353
Headteacher: D.A. Steward, B.A.
Roll: 1010 Mixed
Required for September 1987 a well qualified Head of Science, Scale 4, to lead a thriving and successful department in this 11-18 mixed Comprehensive TVEI School. Developments are in hand to look at the feasibility of Science becomming a 'core' subject throughout the main part of the School and candidates would be expeced to be able to contribute to this as well as 'whole School' curriculum developments that are currently taking place. The Department facilities include two separate sets of laboratories (seven rooms in total) which are served by experienced technicians. The vacancy occurs due to the promotion of the previous postholder.
Letter of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher.
Closing date: 20th March 1987. (44653) 134818

HERTFORDSHIRE
LONGDEAN SCHOOL
Bennetts End, Hemel Hempstead, Herts.
Group 12 (1167 pupils 150 in VIth form)
Required for September, 1987, as a result of retirement, Head of Physics (Scale 4) to lead a team of four graduate physicists. There are normally two sets of 'A' level candidates each year, the majority of whom take the Individual Studies (Project) Paper. Over one hundred choose Physics for G.C.S.E. courses: results are excellent. The school is associated with the Sainsbury Foundation Trust.
Applications by letter to the Headmaster please, with curriculum vitae and the names and addresses of two academic referees.
(44459) 134818

HERTFORDSHIRE
MONK'S WALK SCHOOL
Knightsfield, Welwyn Garden City
Tel: (0707) 322846
950 Pupils (11-18)
HEAD OF SCIENCE (Scale 4)
Graduate required for September, 1987, to be responsible for the Science Department. Applicants should be enthusiastic and adaptable teachers, with proven experience and organisational skills, and committed to Integrated Science from 11 to 16. An interest in Curriculum Development, with a willingness to develop links between the Sciences and other subject areas, will be an advantage.
Candidates must be able to offer at least one subject to GCE 'A' level standard.
Further details of the post and the Science Department are available from the School (sae please).
Letters of application should be sent to the Headmaster as soon as possible, enclosing a curriculum vitae together with the names and address of two referees. Please enclose a s.a.e. if an acknowledgment is required. (35058) 134818

Scale 2 Posts and above

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
Beaconsfield/Chiltern Area
DR. CHALLONER'S GRAMMAR SCHOOL (BOYS)
Chesham Road, Amersham, Bucks. HP6 5HA
Required for September 1987, graduate teacher of Physics to O and A level in a large and flourishing department. Sc. 2 for suitably experienced applicant.
Application form available from the Headteacher at the school and returnable to, by 23.3.87. (00891) 134820

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
Beaconsfield/Chiltern Area
BURNHAM COUNTY SECONDARY SCHOOL
Opendale Road, Burnham SL1 7LZ
Required for Easter 1987 or September 1987 teacher to be responsible for PHYSICS and COMPUTER SYSTEMS and to contribute to curriculum initiatives, TVEI (Scale 3).
Applicants ... [illegible] (00893) 134820

DORSET
HARDYE'S SCHOOL
Dorchester DT1 2DB
Boys' 13-18 Upper School, Voluntary Aided
(700 on roll, 130 in Sixth Form)
Required for September 1987 (or April 1987 if possible), Permanent Teacher (Scale 2) of Physics, with a substantial 'A' level commitment available. A Scale 1 could be considered for a new entrant to teaching with a view to advancement to Scale 2 upon satisfactory completion of probationary year.
Applications in writing as soon as possible (no forms) with full CV and names of two referees to the Headmaster from whom further details are available (SAE please). (46489) 134820

ESSEX
ST BENEDICT'S RC COMPREHENSIVE SCHOOL
Norman Way, Colchester, CO3 3US
Tel: Colchester 549222
2 i/c SCIENCE Scale 3
Required September 1987, Biology Teacher for a small well-established department to act as 2 i/c Science and Co-ordinator of Health Education. Practising Catholics preferred.
Further details (foolscap sae please) and application forms from the Headteacher at the School.

THOMAS, LORD AUDLEY SCHOOL
Monkwick Avenue, Colchester CO2 8NJ
Tel: Colchester 47911
SECOND IN SCIENCE WITH RESPONSIBILITY FOR PHYSICS Scale 3
Ambitious physicist to join strong department involved in curriculum development. Excellent laboratory facilities and new computer/library resources block.
Closing date: Friday 20th March 1987.
Please send a foolscap sae to the Headteacher for further details and an application form. (49997) 134820

HERTFORDSHIRE
VERULAM SCHOOL
Brampton Road, St. Albans, Herts. AL1 4PR
Well established, Group 11, all-ability 11-18 boys' school of 870 boys with 120 in the Sixth Form
Required for September a teacher of PHYSICS. This is a strong, well-equipped Physics Department and large numbers of boys take the subject at G.C.S.E./O and A Level. Combined Science is taught in years one and two; physics is taught in sets thereafter. The person appointed will share in the teaching of the subject throughout the school up to A Level. Scale 2 is available (plus London Fringe) to a suitably qualified and experienced candidate but newcomers to the profession are welcome to apply.
Applications by letter, together with curriculum vitae and the names and addresses of two referees, to the Headmaster as soon as possible. (44812) 134820

HERTFORDSHIRE
BUSHEY MEADS SCHOOL
Coldharbour Lane, Bushey, Watford
Roll: 905 mixed all ability. 95 in 6th form
Required September, experienced PHYSICS GRADUATE to share responsibility for teaching to A level. Pupils follow an integrated science programme in the lower school and plans are in hand to offer integrated science to GCSE as part of a TVEI expansion programme. A level is well established with a good record of pupils proceeding to higher education.
Scale 2 + London fringe allowance £282.
An enthusiastic PGCE student could be considered for a Scale 1 appointment. The school holds the Schools Curriculum Award and is pleasantly situated on the edge of the green belt.
Apply by letter to the Headmaster giving curriculum vitae and names and addresses of two referees. Removal expenses payable in approved cases. (44663) 134820

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
THE WILDERNESSE SCHOOL
Seal Hollow Road, Sevenoaks, Kent TN13 3SL
GROUP 11
11-18 Boys' Secondary School
Teacher of Science (Scale 2) required for September 1987 to take particular responsibility for Physics within Integrated Science courses.
Further details available from the Headmaster, Wildernesse School, Seal Hollow Road, Sevenoaks, Kent TN13 3SL. Please send SAE.
(46495) 134820

PERTHSHIRE
GLENALMOND COLLEGE
Attractive CHEMISTRY (with Biology) post.
Please see 'Independent Education' section under Science. (44855) 134820

REDBRIDGE
WOODFORD COUNTY HIGH SCHOOL FOR GIRLS
Please see main advertisement under Secondary Science Scale 1. (35085) 134820

SHROPSHIRE
WAKEMAN SCHOOL
Abbey Foregate, Shrewsbury, Shropshire SY2 6AA
Tel: Shrewsbury 56246/7
11-16 mixed comprehensive school
Required for September 1987, Permanent, Full-time Scale 3 Teacher of Physics/Technology who will assume wide curricular responsibilities.
Application forms and details from the Headteacher ... (44731) 134820

SURREY
EDUCATION COMMITTEE
BROADWATER COUNTY SECONDARY SCHOOL
Summers Road, Farncombe, Godalming, Surrey
Scale 2 I/C CHEMISTRY
Chemistry graduate required to join a committed team in this 12-16 school designed to offer TVEI courses. An ability to offer a second subject an advantage.
Send for details and application form - SAE please - from the Headteacher.
(49101) 134820

TYNESIDE
ROYAL GRAMMAR SCHOOL
Newcastle-Upon-Tyne
Independent. HMC. Assisted Places
1000 boys with 300 in Sixth Form
Wanted for September 1987 a specialist in ELECTRONICS to give a lead within a well-established A-level course in Technology (including wide-ranging project work) and to offer additionally PHYSICS in the middle school. Part-timers offering Electronics and Physics respectively will be considered. The Technology tradition in the School has been strong for a decade with ... winning entries in the Young Scientist of the Year. Salary on Burnham Scale 2 or equivalent.
Further details available from the Headmaster, Royal Grammar School, Eskdale Terrace, Newcastle upon Tyne NE2 4DX, to whom applications with curriculum vitae and the names of two referees should be sent by March 17th. (48384) 134820

Scale 1 Posts

BARNET
LONDON BOROUGH
EAST BARNET SCHOOL
Chestnut Grove, Cat Hill, East Barnet, Herts. EN4 8PU
Tel: 01-440 4161
Co-educational Comprehensive. Roll 1051 Sixth Form 159
Near Cockfosters tube station and New Barnet B.R. station
Required September 1987 a GRADUATE CHEMIST to teach Chemistry and Integrated Science throughout the school. Scale 1. All sections of the Science department are strong. There are 10 laboratories, a number of other teaching areas and 5 technicians, etc. The post is suitable for an enthusiastic practitioner qualified to teach Chemistry and Integrated Science at GCSE and Chemistry at 'A' level.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees S.A.E.
Director of Educational Services. (44810) 134820

BARNET
LONDON BOROUGH
FINCHLEY MANORHILL SCHOOL
Summers Lane, Finchley, London N12 0QG
Tel: 01-368 1783
Co-educational Comprehensive. Roll 572 11-16
Required Summer Term 1987 to cover secondment, temporary teacher of SCIENCE SCALE 1. The major part of the timetable is Biology and General Science but it also includes one Fifth Year Physics Group.
Apply in writing to Head Teacher with full c.v. and names of two referees S.A.E. (49930) 134820

BEXLEY
LONDON BOROUGH
WELLING SCHOOL
Elsa Road, Welling, Kent
Tel: 01-304 8831
Teacher of Physics and Electronics, Scale 1, to work across the age and ability range to G.C.S.E. level. The Department is intending to develop links with the Craft Design and Technology Department in the teaching of Technology and Electronics. There is an increasing emphasis on active and computer assisted learning and assistance to the minority of pupils with special educational needs in Science. This is a permanent post from April 1987 but a one-term appointment from April will be considered.
Application forms from the Headmaster. (35311) 134820

BUCKINGHAMSHIRE
COUNTY COUNCIL
MILTON KEYNES AREA
An Equal Opportunity Employer
OUSEDALE SCHOOL
The Grove, Newport Pagnell MK16 0BJ
(Mixed Comprehensive - roll approximately 1610 on roll situated on an attractive site just outside the city of Milton Keynes)
Required for September, graduate teacher of Physics, preferred, able to teach up to 'A' level with some Electronics. Scale 1.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, M. Cole, giving full curriculum vitae and the names and addresses of two referees.
(00890) 134820

EAST SUSSEX
HAILSHAM SCHOOL
Battle Road, Hailsham BN27 1DT
Comprehensive mixed 11-18
Roll: 1400
From September 1987 Teacher of Physics (Scale 1) to teach at all levels in the department.
Relocation grants in approved cases ... [illegible]
(35128) 134820

SECONDARY SCIENCE
continued

CAMBRIDGESHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WITCHFORD VILLAGE COLLEGE
Manor Road, Witchford, Ely, Cambs. CB6 2JA
SCIENCE (SCALE 1)
Required from September in this mixed 11-16 Comprehensive Community College (roll 670), 3 miles from Ely.
Application form and details from the Warden (foolscap s.a.e. please). Closing date 20th March 1987.
(44451) 134822

CAMBRIDGESHIRE
EQUAL OPPORTUNITY EMPLOYER
EASTHOLM SCHOOL
Reeves Way, Peterborough PE1 5LQ
Tel: Peterborough 53241
Head Teacher: Mr P.C. Francis, B.A.
Group 10
Required for September, 1987:-
A graduate for one of the Physical Sciences - Scale 1. The appointed candidate should be able to teach to 'A' level in Physics or Chemistry in a highly successful department. Courses are well developed at all levels and the post is suitable for a person seeking a first appointment.
Possible housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date 20th March, 1987. (44835) 134822

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
SHIRLEY HIGH (M) SCHOOL
Shirley Church Road, Shirley, Croydon CR0 5EF
Tel: 01-656 9755/8
An enthusiastic teacher of Integrated Science is required from 27 April 1987, who will be able to contribute to the development of broad and balanced Science courses throughout this recently reorganised 11-16 school. There are six laboratories, very well equipped and networked for computers. Scale 2 could be available for suitable candidate.
Please apply to the Headteacher.
Salary: Scale 1 or 2.
Tenable: Monday 27 April 1987.
Closing date: As soon as possible. (02930) 134822

DORSET
SUMMERBEE SCHOOL
Mallard Road, Bournemouth BH8 9PW
(Age range 11-16, mixed bilateral, N.O.R. 750)
Required September 1987, Teacher of Chemistry and/or Physics to G.C.S.E. with Lower School Science. Scale 1.
Apply by letter to the Headmaster including c.v. and the names and addresses of two referees, s.a.e. for acknowledgement. (46485) 134822

DORSET
QUEEN ELIZABETH'S SCHOOL
Wimborne Minster, Dorset
(V.C. 13-18 Upper Comprehensive, N.O.R. 1350, 490 in Sixth Form)
Required for September 1987 a graduate teacher of Physics (Scale 1), to take a full share at all levels in the work of this strong Department. The school uses Nuffield courses at 'A' level and has excellent facilities.
Application forms and further details can be obtained from the Headmaster to whom application should be returned within 14 days of this advertisement. (46486) 134822

ESSEX
COUNTY HIGH SCHOOL
Audley End Road, Saffron Walden CB11 4UH
Tel: (0799) 27585
(Roll 1350 11-18 Co-ed. Comprehensive Sixth Form 185)
TEACHER OF CHEMISTRY Scale 1 and TEACHER OF PHYSICS Scale 1
Required for September, well qualified and enthusiastic teachers to Advanced Level, in a well-established comprehensive school with a large Academic Sixth.
Further details and forms for both above posts from the Headteacher (foolscap sae please) to whom applications should be returned by March 19th, 1987.

FRYERNS SCHOOL
Craylands, Basildon SS14 3RN
Tel: Basildon 28111
(Roll 1,000)
TEACHER OF PHYSICS Scale 1
Required for Summer Term, temporary full-time teacher. (Scale 2 would be available for suitable applicant).
Details and application forms from the Headteacher (foolscap sae please).
London Fringe Allowance £258 per annum payable.
(49987) 134822

HERTFORDSHIRE
ST. ALBANS HIGH SCHOOL ... see advertisement under Independent Schools ... (44117) 134822

BROMLEY
THE RAMSDEN SCHOOL FOR BOYS
Gillmans Road, Orpington, Kent BR5 4LB
Tel: 0689 31075
Headmaster: Mr Lane, B.Sc.
OF THIS 6 FORM ENTRY COMPREHENSIVE
Required immediately a well qualified, experienced teacher in the Science Faculty, will be required to teach Intergrated Science to some Junior School Classes and Chemistry to Middle School groups. The appointment will be temporary, Scale I, to cover for Maternity leave.
The school is housed in modern buildings on a site shared by the Ramsden School for Girls. There is a Joint Sixth Form of 200 boys and girls offering a wide range of established G.C.E. 'A' level courses.
Applications by letter to the Headmaster enclosing C.V. and names addresses of two persons who would be willing to act as referees.
Closing Date: 9th March 1987. (35080) 134822

HAMPSHIRE
ST. EDMUND'S R.C. SCHOOL
Arundel Street, Portsmouth PO1 1RX
(Catholic Voluntary Aided 11-18)
Required 1st September 1987 Scale 1 Biology Specialist to 'A' Level.
Curriculum Vitae and names of two referees to the Headteacher.
The County Council pursues a policy of equality of opportunity.
Applications particulars welcome from people with disabilities. (44951) 134822

HEREFORD AND WORCESTER
COUNTY COUNCIL
NUNNERY WOOD HIGH SCHOOL
Spetchley Road, Worcester WR5 2LT
Required from September 1987 a well qualified graduate teacher of Science to specialise in any two of the following areas: Biology, Chemistry, Electronics, Physics, Technology. Applications are invited from experienced and newly qualified teachers. Scale I.
Further details and application forms available from the Headteacher at the school on receipt of a s.a.e. (35223) 134822

HERTFORDSHIRE
THE ASTLEY COOPER SCHOOL
St Agnells Lane, Hemel Hempstead, Herts. HP2 7HL
Required for the Summer Term 1987 (start 28th April): Science Teacher. This is initially an appointment for one term only, but could become permanent. Teaching programme will be Integrated Science up to 5th form level and there could be some 6th form Chemistry for a suitable candidate.
The Science block has 9 well equipped modern labs and there are four Technicians.
Applications immediately to: The Headmaster.
(44814) 134822

HERTFORDSHIRE
HILLSIDE SCHOOL
Hillside Avenue, Boreham Wood WD6 1HN
Required from 28 April 1987, part-time qualified teacher(s) of SCIENCE, preferably to include Biology and Chemistry to 6th form level, to teach for up to four days a week, in this all-ability, mixed, 13-19 upper school (Group 9). The Science Department has well-equipped laboratories, and follows Nuffield 13-16 integrated course in years 3, 4 and 5, with separate sciences at O & A levels in the 6th form.
As this is partly cover for maternity leave, post(s) will be temporary in the first instance.
Apply by letter to the Headmaster, lising qualifications, experience and days/times available, with details of two professional referees.
(44871) 134822

KENT
CHEMIST
SEVENOAKS SCHOOL
Opportunity in a well-equipped and resourced department, see Independent Schools, Page 85.
(49972) 134822

KENT
TUNBRIDGE WELLS
THE SKINNERS' SCHOOL
(Voluntary Aided Grammar School of 680 boys: 180 in Sixth Form)
Required for September 1987: a Graduate to teach CHEMISTRY to 'A' level. A Nuffield-based course is used in Junior forms as a foundation for GCSE. Willingness to assist with other Science teaching and with games or C.C.F. will be a strong recommendation.
Apply by letter to the Headmaster, The Skinners' School, St Johns Road, Tunbridge Wells TN4 9PG, enclosing curriculum vitae, stating interests and naming two referees. (46494) 134822

MERTON
URSULINE HIGH SCHOOL
15 The Downs, Wimbledon, London SW20 8HD
Girls' Roman Catholic Comprehensive High School, 13+-18+ (8f.e.) 870 on roll; 200 in 6th Form
Required September, teacher of Chemistry and Biology to cover a maternity leave. Scale 1, though a scale post available for a suitable applicant.
Applications to the Headteacher, with names and addresses of two referees and s.a.e. for acknowledgement. (44865) 134822

KENT
COUNTY COUNCIL
EEDUCATION DEPARTMENT
NORTH WEST KENT AREA
WEST SECONDARY BOYS' SCHOOL
Highfield Road, Dartford, Kent DA1 2LZ
Tel: Dartford 20836
Required for September 1987:
Science Teacher to teach general Science in the Lower School and preferably able to offer Biology to G.C.S.E. level. (Scale 1).
Possibility of help with temporary housing in approved cases.
Please apply to the Headteacher at the school.
Closing date: 23.3.87.

NORTH KENT AREA
ROCHESTER TEMPLE SECONDARY SCHOOL FOR BOYS
Brompton Farm Road, Rochester, Kent ME2 3NN
Required for Easter/September 1987 Scale 1 teacher of Science throughout the school. General Science is taugth in Lower School and senior pupils take Integrated Science, Physics and Biology to GCSE level. There are 5 Science Laboratories with a full time laboratory technician. A well organised Department with good record of examination successes.
Application by letter with c.v. and names/addresses of two referees to the Headteacher.

SITTINGBOURNE,
WESTLANDS SCHOOL
Westlands Avenue, Sittingbourne, Kent ME10 1PF
Required for September, 1987 or earlier Scale 1 teacher of Biology up to GCSE level with some Junior Physics and Chemistry. Excellent facilities.
Letters of application with full c.v. and names/addresses of two referees to the Headteacher.

WEST KENT AREA
MASCALLS SCHOOL
Gedges Hill, Paddock Wood, Tonbridge, Kent TN12 6LT
11-18 Co-educational Comprehensive Roll 1350
Required For September
PHYSICS SCALE 1
Qualified graduate to teach throughout the age range to 'A' Level, Combined Science in Years 1 & 2. Well equipped, popular school in favoured area. Excellent career opening for a newly qualified teacher.
Please apply to the Headmaster by letter naming two professional referees. S.A.E. please.

MID KENT AREA
ST. SIMON STOCK SCHOOL
Oakwood Park, Maidstone ME16 0JP
An 11-18 Catholic wide ability school, 835 on roll, 120 in 6th Form (mainly A Level students)
Teacher of Chemistry required as soon as possible, to teach across age and ability range and develop GCSE Applied Science courses. College leavers welcomed.
Applications with 2 referees (including a priest if applicable) to Head Teacher (SAE please). (46497) 134822

KENT
THE RAMSDEN SCHOOL FOR BOYS
Gillmans Road, Orpington, Kent BR5 4LB
Tel: 0689 31075
Headmaster: Mr Lane, B.Sc.
OF THIS 6 FORM ENTRY COMPREHENSIVE
Required immediately, a well qualified, experienced teacher in the Science Faculty. You will be required to teach Integrated Science to some Junior School Classes and Chemistry to Middle School groups. The appointment will be temporary, Scale I, to cover for Maternity leave.
The school is housed in modern buildings on a site shared by the Ramsden School for Girls. There is a Joint Sixth Form of 200 boys and girls offering a wide range of establishment G.C.E. 'A' level courses.
Applications by letter to the Headmaster enclosing C.V. and names and addresses of two persons who would be willing to act as referees.
Closing Date: 9th March 1987. (35242) 134822

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
BEVERLEY SCHOOL
Blake's Lane, New Malden, Surrey KT3 6NU
Tel: 01-949 1537
No. on roll: 946 boys 11-18 years
BOYS NON-SELECTIVE SECONDARY SCHOOL
Wanted for September 1987: An enthusiastic teacher of BIOLOGY to join a large and successful Science Department. An interest in cross-curricular links would be desirable.
Scale 1 post London Allowance £725.
Application forms are obtainable from the Headmaster at the School to whom completed forms should be returned by Friday 20th March 1987. (44022) 134822

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
ST. AMBROSE BARLOW R.C. HIGH SCHOOL
Shaftesbury Road, Swinton, Manchester M27 1SZ
(11-16 Comprehensive 560 on Roll)
TEACHER OF CHEMISTRY (Catholic Preferred)
Required for after Easter 1987, or as soon as possible thereafter, an experienced teacher to take charge of the teaching of CHEMISTRY in the school. The person appointed will be expected to teach the subject to G.C.S.E. level and be involved in lower school General Science. A Scale 2 post is available for a suitable candidate.
Please send stamped addressed envelope for application form and further details to the Headmaster, to whom completed applications should be returned by 20 March 1987. (44983) 134822

MERTON
URSULINE HIGH SCHOOL
15 The Downs, Wimbledon, London SW20 8HD
Girls' Roman Catholic Comprehensive High School, 13+-18+ (8f.e.) 870 on roll; 200 in 6th Form
Required September, teacher of PHYSICS, to teach Physics throughout the school to A Level. Scale post available for suitable applicant.
Applications to the Headteacher with names and addresses of two referees and s.a.e. for acknowledgement. (44866) 134822

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
HEATON MANOR SCHOOL
APPOINTMENT OF TEACHER OF PHYSICS (SCALE 1 POST)
Required from September 1987, a suitably qualified teacher of Physics for appointment of a Scale 1 Post.
Application forms are obtainable from and returnable to the Head Teacher, Heaton Manor School, Jesmond Park West, Newcastle upon Tyne NE7 7DP by Tuesday, 24th March, 1987. (44470) 134822

NORTHAMPTONSHIRE
GUILSBOROUGH COUNTY SCHOOL
West Haddon Road, Guilsborough, Northampton NN6 8QE
PHYSICS TEACHER - SCALE 1
Required for September 1987, a well motivated and enthusiastic Physicist to complement the science team and take a full share at all levels in the work of this friendly and progressive department.
The science curriculum is SCIENCE for all from year one to GCSE, with popular and successful 'A' level courses in separate sciences in the sixth form.
The person appointed would join a team of nine full-time and two part-time teachers operating in a suite of eight laboratories. The school has two computer networks and Information Technology is well established throughout the curriculum.
Guilsborough is an 11-18 comprehensive school of 1130 pupils, 130 of whom are sixth formers. It serves a pleasant rural catchment area to the northwest of Northampton.
Application form and further details available from the Headmaster (sae please).
Closing date a fortnight after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(44906) 134822

REDBRIDGE
WOODFORD COUNTY HIGH SCHOOL FOR GIRLS
High Road, Woodford Green, Essex IG8 9LA
Tel: 01-504 0611
Head: Mrs S.R. Campion, M.A. (Cantab)
Required for September 1987: a well qualified and enthusiastic graduate teacher for this Girls' selective school to teach Chemistry to A and S Level with some combined science in the lower school. There could also be some Physics teaching for a suitably qualified candidate.
The post is on Scale 1 or 2 according to experience, with Outer London Allowance; assistance with legal fees for house purchase and resettlement expenses where appropriate is given in approved cases.
Please apply in writing to the Head as soon as possible, giving full details and the names and addresses of 2 professional referees.
(35123) 134822

SHROPSHIRE
NEWPORT ADAMS GRAMMAR SCHOOL
Newport, Shropshire
Haberdashers Companys' Voluntary Aided School 400 boys, including 120 boarders and over 90 in the sixth form
Required for September 1987, A well qualified and imaginative teacher of Physics, to join a vigorous and highly successful department. Ability to teach to OEC Advanced Level is essential opportunities for involvement in Computing (The School has its own computing Centre) Music, Drama, combined Cadet Force, Games and Out door pursuits. Willingness to assist in boarding in return for board and lodgings would be an advantage. Applications for probationers particularly welcomed.
Applications (no forms) with curriculum vitae and names and addresses of two referees to the Headmaster as soon as possible. (44730) 134822

Social Studies

Scale 1 Posts

MERTON
URSULINE HIGH SCHOOL
15 The Downs, Wimbledon, London SW20 8HD
Girls' Roman Catholic Comprehensive High School, 13+-18+ (8f.e.) 870 on roll; 200 in 6th Form
Required September, teacher of Sociology and Religious Studies, (scale 1) to teach Sociology to A Level and throughout the school, and R.E. at least in the Main School; A Level teaching a possibility for an interested applicant.
Applications to the Headteacher with names and addresses of two referees and s.a.e. for acknowledgement. (44861) 135022

Speech and Drama

Scale 2 Posts and above

HOUNSLOW
LAMPTON SCHOOL
Lampton Avenue, Hounslow, Middx. TW3 4EP
Tel: 01-572 1936
Headteacher: Mr D. Jordan, B.Sc.(Econ)
Required for September, 1987 (or earlier if possible) Teacher i/c of Drama Scale 2.
This vacancy arises out of the promotion of the present holder to a new Community Education post.
Drama is presently taught throughout the first four years and as part of a General Studies course in the Sixth Year. Drama is also being offered as an option examination subject in the 4th year for the first time from September, 1987.
The main school hall has been specially adapted to create (with additional curtaining) a drama teaching area.
Ability to teach a second subject could be an advantage but is not essential.
Requests for further particulars and letters of application, including CV and names and address of two referees, to be received within 7 days of the appearance of this advertisement, should be addressed in the first instance to the Headmaster (s.a.e. foolscap, please). (44937) 135220

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
TONBRIDGE, THE HIGH CHRISTIE SCHOOL
Norwich Avenue, Tonbridge, Kent TN10 4QL
11-18 Mixed, Roll 1300 - 150 in Sixth Form
Required for April, 1987, a teacher to be responsible for DRAMA throughout the school (Scale 2). Drama is taught up to and including 'O' Level and this post will also involve some English teaching.
Apply by letter to the Headmaster at the school enclosing a full CV and the names and addresses of two referees. (46496) 135220

Scale 1 Posts

CAMBRIDGESHIRE
An Equal Opportunity Employer
ST. IVO SCHOOL
High Leys, St. Ives, Huntingdon, Cambs. PE17 4RR
English or English Drama
See advert under 'English Scale 1'.
(49958) 135232

SUFFOLK
COUNTY COUNCIL
HOLYWELLS HIGH SCHOOL
Lindbergh Road, Ipswich IP3 9PZ
11-16 mixed comprehensive roll 924
Required September 1987 TEACHER OF DRAMA AND EXPRESSIVE ARTS Scale 1. An imaginative and enthusiastic teacher is sought.
Application forms and details obtainable from the Head at the school, s.a.e. please.
(44006) 135232

Technology

Heads of Department

BROMLEY
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent TN16 3AU
Tel: 0959 74043
For September 1987 HEAD OF INFORMATION TECHNOLOGY (Scale 3) for this (11-18) 6 form entry mixed comprehensive with a 6th form of 120. We are seeking a gifted professional to play a major role in the development of Information Technology throughout the curriculum and to be responsible for the teaching of Computer Studies to Advanced level.
Situated in the green belt on top of the North Downs the school is within easy reach of a wide variety of accommodation. Outer London Allowance is payable.
Further details and application forms from the Headmaster, David Bennett, B.Sc., to be returned by 20th March 1987. (35255) 135518

DURHAM
COUNTY COUNCIL
PETERLEE TERTIARY COLLEGE
Please see main advertisement under Further Education - Head of Department.
(35208) 135518

Other than by Subject Classification

Heads of Department

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
MARSHLAND HIGH SCHOOL
School Road, West Walton, Nr. Wisbech, Cambs. PE14 7HA
Roll 600 mixed (Group 9) 11-16 years
HEAD OF PRE-VOCATIONAL EDUCATION/ EXAMINATIONS OFFICER
Scale 3
Required September 1987. Applicants need to be familiar with the recent developments within 14-16 pre-vocational sphere and will be expected to enhance existing courses, co-ordinate and head a team of teachers.
Application forms and further particulars (sae please) obtainable from the Headmaster, to whom completed forms should be returned by 20th March, 1987. (40948) 135618

Scale 2 Posts and above

ENFIELD
LONDON BOROUGH OF ENFIELD
ELDON ROAD UNIT
Eldon Road, Edmonton, London N9 8LG
Tel: 01-807 8633
Required September 1987, or earlier if possible: SCALE 1/2 TEACHER.
One of our teachers is leaving for promotion at Easter and we are seeking a replacement.
We are a small, committed, caring staff team working in an original and exciting new way with a group of emotionally disturbed adolescents in an off-site Day Unit.
This post offers you an opportunity to broaden your existing skills as a teacher into the fields of conselling, family and group work.
Appointment can be at Scale 1 or Scale 2 depending upon qualifications and experience. It is not a suitable post for a probationary teacher. If you wish to apply you are strongly encouraged to visit the Unit by prior telephone arrangement.
London Allowance, £795.
Application forms (large SAE) obtainable from the Eldon Road Unit, to be returned as soon as possible.
An equal opportunity employer. (49916) 135620

HAMPSHIRE
DEANERY SCHOOL
Marsh Lane, Southampton SO1 1EX
(12-16 Multi-ethnic small comprehensive)
Required September Scale 2 Punjabi speaking home school liaison teacher to teach English and possibly History to G.C.S.E. To be responsible for finding ways of involving ethnic parents in the life of the school. We pursue a policy of equality of opportunity.
Application particularly welcome from people with disabilities.
S.A.E. to school for full details or Tel: Southampton 36435.
Application by letter to Head with C.V. and names of two educational referees by 20th March. Preliminary visit welcome. (44631) 135620

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. BONAVENTURE'S RC VOLUNTARY AIDED BOYS' SCHOOL
Boleyn Road, London E7 9QD
Tel: 01-472 3844/3875/2751
Headmaster: Mr M.N. Wilshaw, B.A.
11-18 fully comprehensive 660 on roll
1) REQUIRED FOR APRIL 1987.
A teacher of P.E. (Scale 3) for ONE TERM. This vacancy occurs on the promotion of the acting Head of Department. St. Bonaventure's is a well disciplined, popular and expanding school with excellent facilities for P.E. and games. There is some possibility of a full-time appointment being made.
2) REQUIRED FOR APRIL 1987.
A teacher of Geography for ONE TERM. This vacancy occurs on the promotion of the present postholder. St Bonaventure's is a well disciplined, popular and expanding school with excellent facilities in the Humanities area. There is some possibility of a full time appointment being made.
Inner London Allowance Payable.
Application forms/further particulars (s.a.e. please) available from the Headteacher, to whom completed forms should be returned by 20th March 1987.
(44288) 135620

SECONDARY OTHER THAN BY SUBJECT
continued

Scale 1 Posts

ENFIELD
LONDON BOROUGH OF ENFIELD
ELDON ROAD UNIT
Eldon Road, Edmonton, London N9 8LG
Required September 1987, or earlier, if possible, Scale 1/2 Teacher.
For further information please refer 'Secondary, Other than by Subject, Scale 2 posts'. (49912) 135622

ESSEX
Teacher wanted immediately for supply work in a successful and friendly school. Work available up to the end of July. Petrol paid from home to school.
Ring Headmaster - 592-2464. (02951) 135622

HAVERING
LONDON BOROUGH OF HAVERING
CHAFFORD SCHOOL
Lambs Lane, Rainham RM13 9XD
(Roll 806 mixed)
Tel: Rainham 52811
Headteacher: A.W. Grantham, B.Sc.
Required for September 1987 (or earlier if possible) General Subjects teacher, Scale 1, to teach a range of negotiable subjects. The post could be full or part-time.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headtecher. (44652) 135632

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
FAILSWORTH SCHOOL
Brierley Avenue, Failsworth, Manchester
MATHEMATICS AND COMPUTER STUDIES TEACHER - Scale I
Required for the end of March 1987, to teach the full ability range from years 1 to 5.
This post is temporary initially to 31st August 1987.
Please apply by letter including full c.v. and names and addresses of 2 referees to the Head at the school by 13th March.
An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (44490) 135622

Sixth Form and Tertiary Colleges

Heads of Department

DURHAM
COUNTY COUNCIL
PETERLEE TERTIARY COLLEGE
Please see main advertisement under Further Education - Head of Department.
(35209) 140018

Scale 2 Posts and above

HAMPSHIRE
BROCKENHURST COLLEGE
(Tertiary Status)
Required for September 1987 the services of:-
Lecturer Grade II in COMPUTING. To teach up to and including 'A' Level, BTEC National Diploma in Computing and allied courses. The department has new premises and is expanding. Some business experience would be an advantage.
Closing date for applications is 20 March 1987. We pursue a policy of equality of opportunity. Applications particularly welcome from pepole with disabilities.
Further details may be obtained from the Principal, Brockenhurst College, Lyndhurst Road, Brockenhurst, Hampshire SO42 7ZE. Tel: 0590 23565. (44780) 140020

SURREY
EDUCATION COMMITTEE
STRODE'S COLLEGE
High Street, Egham TW20 9DR
Sixth Form College, NOR 532
Required for September 1987 Graduate Teacher of Physics (Scale 2) to join one of the largest and most progressive departments in the College. Ability to teach to 'A' and 'S' level. The department is also responsible for Electronic Systems, Control Technology and Information Technology. Excellent facilities and equipment.
Applications by letter with CV and names and addresses of two referees should be sent to the Principal from whom further details are available (SAE).
Closing date: 20th March 1987. (35082) 140020

Scale 1 Posts

HAMPSHIRE
KINGS' SCHOOL AND PETER SYMONDS' COLLEGE
Winchester
Required September 1987, a well qualified Classics graduate (Scale 1) to teach in a Joint Classics Department between an 11-16 comprehensive school and a sixth form college. The candidate must be able to offer Latin, Greek and Classical Civilisation throughout 11-18 age range, to include G.C.S.E. and 'A' level.
Further details can be obtained (enclosing S.A.E.) from the Headteacher, Kings' School, Romsey Road, Winchester SO22 5PN.
(35265) 140022

SURREY
EDUCATION COMMITTEE
GODALMING SIXTH FORM COLLEGE
Tuesley Lane, Godalming, Surrey GU7 1RS
Tel: Godalming 23526
(N.O.R. 1030)
Required for September 1987, a Scale 1 Teacher of Economics to GCSE and A Level.
Details of the post available from the Principal, to whom completed applications with the names of two referees should be returned as soon as possible.
(44892) 140022

A new Tertiary College in the London Borough of Harrow

ELM PARK COLLEGE

Stanmore, Middlesex.

FACULTY OF HUMANITIES, SOCIAL AND BUSINESS STUDIES

SENIOR LECTURER

to co-ordinate a major portion of the work of the faculty. Applicants will be expected to have a proven commitment to, and experience of, BTEC courses.

LECTURER II

in Business Studies to act as co-ordinator for BTEC National courses.

Applicants for both posts will be expected to teach up to BTEC National Level and should possess appropriate academic, professional and teaching qualifications.

harrow COLLEGES

Both posts required from 1 September 1987.

For further details and application form please telephone Jean Mancey, Personnel Manager (Colleges) on 01-863 5611 ext 2303 or ext 2308 (ansaphone). Application forms to be returned by 20 March 1987.

Harrow is an Equal Opportunity Employer

(12763)

Special Education

Headships

WEST SUSSEX
THE SPASTICS SOCIETY
INGFIELD MANOR SCHOOL
Five Oaks, Billinghurst, West Sussex RH14 9AX
Group 4(S) £13,773 - £15,207 p.a. plus £3,549 p.a. Residential Schools Allowance
HEADTEACHER (non-resident) to lead an inter-disciplinary team of teachers, therapists and care staff in this mixed residential/day school primarily for 55 cerebral palsied pupils 4-12 but currently with some older pupils. Experience/keen interest in Conductive Education essential. Applicants should also be well qualified, experienced, energetic and adaptable.
Application forms and further details obtainable from Miss Carol Warrilow, Senior Personnel Officer (Education), 12 Park Crescent, London W1N 4EQ (Tel: 01-636 5050, Ext. 323). Closing date for receipt of applications 25th March.
THE SPASTICS SOCIETY.
An equal opportunities employer. (44685) 160010

Barking & Dagenham

LONDON BOROUGH

FAIRCROSS SPECIAL SCHOOL (Roll 57)
Rosslyn Road, Barking, Essex
Applications are invited for the

HEADSHIP (GROUP 5(S))

of the above school as from 1st September 1987 or sooner if possible. The vacancy is the result of the promotion of the previous post-holder. Faircross is a lively, all age, day special school offering wide curriculum opportunities to children whose difficulties include multiple and/or physical handicaps.
Salary Scale: £15,327 — £16,782 per annum plus £1110 per annum Inner London Allowance.
Pay Award Pending.
Reimbursement of removal expenses in approved cases.
Application forms and further details from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.).
Closing date: 25th March 1987.
An equal opportunity employer.
(12746)

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

DEPUTY HEADSHIPS

FREEMANTLES SCHOOL
Hatton Hill, Windlesham, Surrey GU20 6AB
Deputy Headteacher required for September 1987 for this Group 3 (S) School which caters for 25 severely disturbed children of primary school age some of whom have autistic tendencies.
Salary scale: £9,075 — £12,297 plus £309 Surrey Allowance.
Application forms and further details from the N W Area Education Office, 9 Heathside Road, Woking GU22 7EU (SAE please).
Readvertisement. Previous applicants will be considered and need not re-apply.
Closing date: 20 March 1987.
(12775)

BEDFORDSHIRE
EDUCATION SERVICE
FIVE SPRINGS SCHOOL
Northwell Drive, Luton
Required for September 1987, an appropriately qualified nursery/infant teacher with proven experience of pupils with moderate learning difficulties in mainstream or special schools. A Special Needs Diploma or similar advanced qualification is desirable.
Application forms from the School (SAE please).
Closing date for the above post: 20th March 1987.
Bedfordshire is an Equal Opportunities Employer. (35043) 160010

HAMPSHIRE
NETLEY COURT SCHOOL
(For pupils of Primary age with moderate learning difficulties).
Required September Headteacher Group 5(s). We pursue a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.
S.A.E. for further details to Area Education Officer (SW/PH), Arundel Towers North, Portland Terrace, Southampton SO9 4XE. Closing date for completed applications 16th March. (48909) 160010

Deputy Headships Second Masters/ Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
LADY WERNHER SCHOOL
Ashcroft Road, Luton
Required for September 1987, Deputy Head Teacher, Group 4(S), having proven experience and qualifications for this position in a school for physically handicapped pupils.
Further details available (SAE please) from the Chief Education Officer, (ref: 88/88T1), County Hall, Bedford.
Closing date for the above post: 20th March 1987.
Bedfordshire is an Equal Opportunities Employer. (35044) 160012

BEDFORDSHIRE
EDUCATION SERVICE
WEATHERFIELD SCHOOL
Brewers Hill Road, Dunstable
Applications are invited for two posts of Deputy Head for September 1987 or earlier, for this Group 7(S), purpose built school for children with moderate learning difficulties. One post will be designated first Deputy, the other Second Master/Mistress.
Candidates should hold an additional qualification in Special Education and have extensive experience in curriculum development and senior management.
The successful candidates will have a teaching commitment in either the Primary or Middle departments depending upon experience.
Applicants should state which post they wish to apply for.
For further details please contact the school.
Closing date for the above posts: 20th March 1987.
Bedfordshire is an Equal Opportunity Employer (35045) 160012

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 71.
(44924) 160012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
DARTFORD HOSPITAL SCHOOL
Joyce Green Hospital, Joyce Green Lane, Dartford, Kent DA1 5PL
Required as soon as possible a Deputy Head Teacher Group 4(s) - Main responsibility for a group of 10 secondary aged pupils, who have emotional and behavioural difficulties. The applicant must also be prepared to take part in hospital teaching for all age groups and abilities as and when necessary.
Further information and application forms from the Head Teacher.
Closing date: 22.3.87.
Possibility of help with temporary housing in approved cases. (35314) 160012

READVERTISEMENT

WALTHAM FOREST IS A MULTI-RACIAL AREA AND WE ARE ANXIOUS TO ENSURE THIS IS REFLECTED IN OUR WORKFORCE. WE WELCOME APPLICATIONS FROM PEOPLE REGARDLESS OF ETHNIC ORIGIN, SEX OR DISABILITY.

WHITEFIELD SCHOOL AND CENTRE,
Macdonald Road, London E17 4AZ
Head: Mr. P. Turner
Required for Easter 1987 (or as soon as possible)

Deputy Headteacher, Group 10(S)

£16,797-£18,167 (London Allowance and Additional Responsibility Supplement)

Following the promotion of the postholder to a Special Needs Advisorship (the *third* such appointment in succession) a vacancy exists in this large Special School for the post of Deputy Head Teacher. We expect to appoint a teacher with proven leadership qualities in any field of Special Education seeking to gain administrative and management experience before moving on to further promotion.

We are looking for someone with extensive Special Needs experience who has an advanced degree in the field. The successful candidate will be expected to co-ordinate the work of either (i) the Learning Difficulties Division (mild and severe) incorporating a Mainstream Support Service for primary schools or (ii) the Observation and Assessment Centre for nursery-aged children together with a multi-disciplinary team of physiotherapists, therapists and other support service staff.

Whitefield is a large special school catering, in separate departments for some 300 children with a wide variety of special needs. The school also acts as a resource centre for parents and professionals interested in special needs field. Whitefield's multi-disciplinary approach is reflected in a wide range of professional disciplines among the 140 strong staff.

The In-Service training facilities, including a special needs library and information service, are probably without parallel in the country.

Assistance in finding accommodation may be available. Removal-relocation expenses in approved cases.

To assist in recruitment of teachers to this Authority a playgroup has been opened for 5 days a week during term-time from 8.30 am - 4.30 pm providing for teachers' children from 3-5 years of age.

Application form and full details obtainable from, and returnable to, the Head Teacher.

Closing date: 17 March 1987. Ref. S13/654

Waltham Forest

SPECIAL DEPUTY HEADSHIPS
continued

LIVERPOOL
ST. VINCENT'S SCHOOL FOR VISUALLY HANDICAPPED CHILDREN
Yew Tree Lane, Liverpool L12 9HN
DEPUTY HEAD - GROUP 7S
Required for September 1987 for this school for blind and partially sighted children aged 5-16 years, an enthusiastic, experienced and well qualified teacher of the visually handicapped, able to co-ordinate and give a lead to a team of very highly qualified staff.
Required for September 1987 - an enthusiastic, experienced and well qualified teacher to teach English in the Senior Department of the school to GCSE standard. Scale 2 if applicant has qualification to teach the visually handicapped.
Application Forms and Job Specification available from Sister Josephine, Headmistress, at the above address.
Latest date for applications 17 April 1987. (49941) 160012

Heads of Department

HAMPSHIRE
HEAD OF DEPARTMENT FOR C.D.T.
Required from 1st September, 1987.
This is a non-maintained special boarding school for 280 physically handicapped boys and girls aged 9-19 years with a normal range of intelligence. Excellent facilities, including new purpose-built Sixth Form Skills Workshop, generous budget for developments. This is a challenging and demanding job with great scope to develop skills which students may carry on with throughout their lives.
The successful candidate will need to have a variety of proven skills. The ability to teach basic electronics would be an advantage.
Salary Scale 2 (S) with additional £1,179 for 6 hours per week of additional duties. Scale 3 (S) available if well qualified.
SAE for further details and application form to: The Headmaster, Lord Mayor Treloar College, Upper School, Holybourne, Alton, Hants. GU34 4EN. (44945) 160018

HAMPSHIRE
LORD MAYOR TRELOAR COLLEGE
HEAD OF DEPARTMENT FOR COMPUTER STUDIES
Required from 1st September, 1987.
This is a non-maintained special boarding school for 280 physically handicapped boys and girls aged 9-19 with a normal range of intelligence. Excellent facilities; Econet system using BBC computers; generous budget for developments. This is a challenging and demanding post with unique opportunities for curriculum development and initiative.
Full time Computer Technician.
Salary Scale 2 (S) with additional £1,179 for 6 hours per week of additional duties. Scale 3 (S) available if well qualified.
SAE for further details and application form to: The Headmaster, Lord Mayor Treloar College, Upper School, Holybourne, Alton, Hants. GU34 4EN. (44947) 160018

ISLE OF WIGHT
COUNTY COUNCIL
TEACHER OF THE VISUALLY HANDICAPPED (Scale 3)
Required for September 1987, Teacher of the Visually Handicapped to take charge of the Service on the Island. Applicants should hold a recognised qualification for teaching the blind and have had experience of teaching blind and partially sighted children.
Application forms and further details available from the County Education Officer, County Hall, Newport, I.W. PO30 1UD to whom completed forms should be returned by 20 March 1987. (SAE please). (35301) 160018

Scale 2 Posts and above

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
BENTRY SCHOOL
Heathway, Dagenham, Essex
(Roll 90)
Required for April 1987 or as soon as possible thereafter:
Lively teacher for senior slow-learners' class in this active special school. Ability to provide assistance with Boys' Games and Health Education an advantage. Scale 2(S) for suitable applicant. £1,215 per annum Inner London Allowance.
Reimbursement of removal expenses in approved cases.
Application forms from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.).
Closing date: 19th March 1987.
An equal opportunity employer. (02901) 160020

AVON COUNTY
CHILD AND FAMILY SUPPORT CENTRE
23 Vowell Close, Hartcliffe, Bristol BS13 9HS
TWO TEACHERS required, one from 27th April the other from 1st September 1987. Both to work as part of a multi-disciplinary team of social workers and teachers.
The successfull candidates will work in a team which facilitates positive changes in the lives of families, whose children are experiencing major difficulties at home and at school. The new post holders will join us at a time of change, and will have a role influencing new policies, specifically in planning and implementing our educational provision.
Collaborative working and liason with other agencies is crucial to our success with children and families. Group work and activities play a major part in the programme, therefore some evening work will be necessary. Scale 2 plus ADA payable.
Further information from Head of Centre, Mr Selwyn. Letters of application, giving full c.v. and names of two referees to Mr D. Davies, Advisor, Education Department, P.O. Box 57, St. James Barton, Bristol BS99 7EB.
Avon as an Equal Opportunities Employer considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation. (44970) 160020

CAMBRIDGESHIRE
An Equal Opportunity Employer
SALTERS OBSERVATION AND ASSESSMENT CENTRE
Welmore Road, Glinton, Peterborough PE6 7LU
Teacher in Charge Scale 4.
See advert under 'Assessment Centre'.
(44839) 160020

ENFIELD
LONDON BOROUGH OF ENFIELD
ELDON ROAD UNIT
Eldon Road, Edmonton, London N9 8LG
Required September 1987, or earlier, if possible: Scale 1/2 Teacher.
For further information please refer 'Secondary, Other than by Subject, Scale 2 posts. (49913) 160020

HAMPSHIRE
OAK LODGE SCHOOL
Roman Road, Dibden Purlieu, Southampton
(11-16) M.L.D.
N.O.R. 150 approx.
SCALE 3(S)
Experienced teacher qualified for Special Education with substantial experience of teaching pupils with special educational needs.
Required September 1987.
Sae(F) to Headteacher for further details.
Closing date 16th March 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(44955) 160020

HERTFORDSHIRE
HOBLETTS MANOR JUNIOR SCHOOL
Addeyfield Road, Hemel Hempstead
Re-advertisement
Applications are invited from suitably qualified and experienced teachers for the post of teacher in charge of a small unit for junior aged emotionally disturbed children with learning difficulties which is to be an integral part of this primary school from September 1987. Scale 2 plus special class allowance.
Further details and application forms from the Head Teacher. (s.a.e. please). (44874) 160020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
THE WILLOWS SCHOOL
Stipularis Drive off Glencoe Road, Hayes UB4 9QB
Number on roll: 20
Headteacher: R.C. Clayton
An experienced teacher is required at this school for primary age pupils with emotional and behavioural difficulties. The person appointed would work in a team teaching situation with a class of younger pupils.
Application forms are available from the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 1UW (Tel: Uxbridge 50431).
Outer London Allowance Payable. Closing date 20 March 1987.
(44845) 160020

KENT
FRANT COURT CH(E)
Scale 2 + SSA teacher of English and General Subjects.
See full details in the ILEA schools block advertisement. (44868). 160020

HOUNSLOW
THE PARKWAY SCHOOL
High Street, Cranford, Hounslow TW5 9RU
Tel: 759 1805/6
Headteacher: Mr R. Benson
SCALE 2 (S) TEACHER
Required for the Summer Term, or as soon as possible, a teacher for a small group of our youngest children, in the age range 5-8 years, who are manifesting behavioural and emotional problems with associated learning difficulties. Some welfare support is available.
A Scale 2(S) post may be available for a appointee suitably qualified and/or experienced.
The school is at an interesting stage of its development, and is looking for a person of proven ability who is eager to further his/her career in this area of special education.
Appropriate In-Service training is an integral part of school life.
Application forms available from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN (Ref. PA/EBA), to whom they should be returned within 14 days.
LONDON ALLOWANCE: £795 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (02948) 160020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
HALSTEAD PLACE SCHOOL
Church Road, Halstead, Kent TN14 7SQ
Co-educational Day/Boarding School for pupils aged 10-19 years
Required for September (Scale 2) teacher to specialise in teaching music to children with moderate learning difficulties. The post also involves teaching a small class of children aged between ten and twelve years. There is a requirement to undertake extraneous duties of fifteen hours per week for which the payments is £2,949 per annum.
For particulars contact the Headmaster. Tel: 0959 33294. (35316) 160020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
HEATHFIELD JUNIOR SCHOOL
Cobbett Road, Twickenham TW2 6EN
Tel: 01-894 3525
SCALE 2(S) POST - LANGUAGE UNIT
A teacher on Scale 2(S) is required from September 1987 to take responsibility for the Language Unit children with speech and language related difficulties.
The Unit class caters for up to 10 children in the age range 7-11. There will be one full-time classroom assistant and the possibility of some additional teaching support.
Children in the Unit will be drawn from a wider area than that normally served by Heathfield Junior School, but the Unit is fully integrated with the School. The teacher in charge will be responsible to the Headteacher.
Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable by Friday 20th March 1987.
(44480) 160020

Scale 1 Posts

BARNET
LONDON BOROUGH
MAPLEDOWN SCHOOL
Claremont Road, Cricklewood NW2 1TR
Tel: 455 4111
(Roll 58)
REQUIRED APRIL 1987 - or as soon as possible.
Teacher Scale 1 + S.S.A.
This is a friendly supportive school for pupils with severe learning difficulties.
Interest, but not experience, in this type of work essential.
Removal expenses and separation allowances available.
Application forms and further details (s.a.e. please) obtainable from and returnable to Miss S.A. Mortimer, Headteacher, by March 1987.
(49931) 160022

BEDFORDSHIRE
EDUCATION SERVICE
ST MARGARET'S SCHOOL
School Lane, Carlton MK43 7LQ
Required as soon as possible a teacher of Craft Design and Technology, Scale 1 + SSA, at this school for children with behaviour problems. Married or single accommodation with full board is available at nationally agreed rates. There is also an option for up to 15 hours per week additional duties.
Application forms from the school (Tel: Bedford 720213).
Bedfordshire is an Equal Opportunities Employer.
(35047) 160022

BEDFORDSHIRE
EDUCATION SERVICE
RICHMOND HILL SCHOOL
Sunridge Avenue, Luton
Required for April or as soon as possible, a class teacher, Scale 1 + SSA, for junior aged pupils at this school for children with moderate learning difficulties. Special Education experience desirable but not essential. Scale 2(S) may be available.
Further details from the Head.
Closing date for above post: 20th March 1987.
Bedfordshire is an Equal Opportunities Employer. (35046) 160022

DORSET
SAINT FRANCIS SCHOOL
Hooke, Beaminster
Required from April 1987 or as soon as possible after Teacher for a group of eight 10-12 year old boys with special educational needs. Candidates should be able to plan and implement individual learning programmes and be able to teach reading and basic maths as well as general subjects. The teacher will be assisted by a teacher's aide. Single accommodation available. Burnham Scale 1 plus Special School Allowance plus extraneous duties allowance.
Send SAE to Headmaster for further details and application form. (44885) 160022

ENFIELD
LONDON BOROUGH OF ENFIELD
ELDON ROAD UNIT
Eldon Road, Edmonton, London N9 8LG
Required September 1987, or earlier, if possible: Scale 1/2 teacher.
For further information please refer 'Secondary, Other than by Subject, Scale 2 posts. (49914) 160022

HAMPSHIRE
DRAYTON MANOR SCHOOL
A Rudolf Steiner Special School for children with developmental behaviour problems, invites qualified teachers and group parents whose awareness comprises the creation of a community which in itself provides a curative element.
Write to: The Secretary, Drayton Manor School, Sherfield on Loddon, Nr Basingstoke, Hants. RG27 0JD.
(44846) 160022

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
HULL DIVISION
TWEENDYKES SCHOOL
Tweendykes Road, Hull
Head: Mrs P.A. Skinner
Required for September, 1987, or earlier, teacher (Scale 1 + S.S.A.) for Infant - Junior age range in this all age school for children with severe learning difficulties. Knowledge of teaching to objective curriculum essential.
Application forms available from the Head (s.a.e. please) should be returned by 16th March. (44668) 160022

LONDON E2
Special Needs Teacher required for April or immediately if available. Salary related to experience and qualification but in the region of £9,500 - £10,000.
Enquiries to Gatehouse School, Sewardstone Road, London E2 - 01-980 2978.
(44847) 160022

Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

Re-Advertisement

DEPUTY HEADTEACHER (SPECIAL)

Salary: Group 4 (S)

Required 1st September, 1987, at Darwen Tullyallan Special School, Darwen (45 on Roll Mixed 6-15)

As well as offering a subject area to exammination standards, substantive experience in secondary curriculum work in teaching secondary age pupils with behavioural problems would be advantageous. Previous applicants will be automatically reconsidered.

Application forms available from/to DEO Joint Divisional Offices, Jubilee Street, Blackburn, Lancs.

Closing date: 19th March, 1987.

(14699)

Northumberland County Council Education Committee Senior Portage Worker (salary in the range of £10,533 to £14,151 (under review) (Equivalent to Burnham Scale 4)

Required a person with relevant experience to assume primary responsibility for running a PORTAGE SERVICE in Northumberland.

You will be leading a team of FOUR full-time home teachers.

The Portage Home Teaching Service will be run in accordance with the guidelines of the National Portage Association. The service base is currently in Morpeth although some duties will entail countywide travelling for which a car will be required. An essential car user allowance will be payable.

Apply in writing for an application form and further particulars to
Brian Daly,
Principal Educational Psychologist,
94 Newgate Street,
Morpeth,
Northumberland, NE61 1BU.
Closing date 17th March 1987

(12767)

Wiltshire

AN EQUAL OPPORTUNITY EMPLOYER

SPECIAL EDUCATION

Brimble Hill School (Special)
Lyndhurst Crescent, Park North, Swindon. SN3 2RW.
Group 5S

Teacher required for children with severe developmental and learning difficulties from April or September 1987. Scale 1(S) teacher suitably qualified for intermediate group of children aged 8 to 12. Advantage for applicants to have active interest in computer assisted learning. Some knowledge of Makaton and Derbyshire Language Scheme welcome. Musical contribution appreciated.

Application forms and further details (sae) from and returnable to the Head Teacher by the 20th March, 1987.

Uplands School,
Leigh Road, Penhill, Swindon, SN2 5DE

Scale 2 post for organisation of two classes of Special Needs children. One class containing ambulant children, the other non-ambulant. Teacher appointed to teach to ambulant group.

Written letter of application to be sent to the Head Teacher, stating age, giving particulars of education, name, experience and name and address of two referees, by 27th March, 1987.

(12769)

TEACH THE BLIND

Worcester College for the Blind and its sister school, Chorleywood College for Girls, are merging to form, in September 1987, a single school for able blind and partially-sighted pupils, 11-18, with a roll of 120, on the Worcester site.

Teachers, who do not need to have had previous experience with the visually-handicapped, are needed to complete the staffing of the new College, as follows:

1. **Keyboard Skills and Applications:** to encompass Typing, the use of Computer Keyboards and Word-processing. A qualified and experienced teacher who can fully establish this vital department is required; Scale 2(S) is available to a suitable applicant.

2. **Mathematics/Computer Studies (Scale 1 + Special Schools Allowance).** The split between the two parts of this post may vary but a candidate who can teach to A-level in Maths and GCSE in Computer Studies would be preferred.

3. **English/Drama (Scale 1 + Special Schools Allowance).** While currently envisaged needs may change, it is likely that half the teacher's time would be given to classroom English; a substantial part of the Drama work might be outside normal teaching hours, but allowance would be made for this in terms of free time.

Please apply immediately with C.V. to the Principal Designate, Worcester College for the Blind, Worcester WR5 2JX. Full details of the appropriate post will be sent in return.

(12705)

SPECIAL EDUCATION
continued

LIVERPOOL

EDUCATION COMMITTEE

ASSISTANT TEACHER
Scale 1 + SSA

PARITAL HEARING UNIT
in
JOSEPH WILLIAMS CP. SCHOOL
Naylorsfield Road,
Liverpool L25 2RH

Re-Advertisement - previous applicants automatically reconsidered

Applications are invited from suitably qualified teachers for the above Unit which caters for partially hearing children throughout the primary age range.

Application form and further details available (send SAE) from and returnable to the Head Teacher. Closing date: 20 March 1987.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (44963) 160022

LONDON

HORNSEY CENTRE FOR HANDICAPPED CHILDREN
26A Dukes Avenue,
Muswell Hill, London N10 2PT

Require a full time qualified/experienced teacher as soon as possible to be responsible for the development of a group of children with severe learning difficulties. This small Centre offers a friendly atmosphere with a high staff: pupil ratio and support from a multidisciplinary team.

ALSO REQUIRED - TEACHERS FOR SUPPLY WORK.

For information enquiries/application form ring 01-444 7241.
(44270) 160022

SOMERSET

COUNTY COUNCIL
FROME COLLEGE
Frome
TEACHER OF THE DEAF,
Scale 1 or 2
For further information please see under the Somerset County Council composite advertisement.
(44976) 160022

SHROPSHIRE

DERWEN COLLEGE FOR THE DISABLED
Oswestry SY11 3JA
Applications are invited for the post of TEACHER full-time. Experience in special educational needs essential. Interest in drama desirable. Required for September 1987.
Applications in writing to the Medical Director and to include c.v. (00878) 160022

SURREY

COUNTY COUNCIL
RE-ADVERTISEMENT
TADWORTH COURT HOSPITAL TEACHING SERVICE
Scale 1 + SSA. Suitably qualified teacher required as soon as possible to teach mentally handicapped children aged 2-19.
Application form and further details available from the County Education Officer, (TP/PEB), County Hall, Kingston-upon-Thames KT1 2DJ. Tel: 01-541 9610. Closing date 27th March 1987.
(44821) 160022

WEST SUSSEX

TEACHER OF THE DEAF
THE ANGMERING SCHOOL
Station Road, Angmering, Littlehampton, West Sussex BN14 4HH
Salary: Scale 1 + S.C.A.
The Lavinia Norfolk Unit, The Angmering School requires for September - TEACHER OF THE DEAF to join a team of 7 teachers and 8 care staff in supporting 15 hearing impaired and 40 physically handicapped pupils into the comprehensive school of 1020 pupils (11-18). Well resourced, purpose built facilities.
Further details and application form from the Headmaster at the school. Please send s.a.f.e. (44642) 160022

WEST SUSSEX

FULL-TIME TEACHER
FORDWATER (SLD) SCHOOL
Salary Scale 1 + Special Schools' Allowance
Required April 1987, full-time teacher for the lower Special Care Class of 12 physically and mentally handicapped children between the ages of 3 and 14 years. Two experienced NNEB Assistants work with the teacher. This post is Permanent/Temporary subject to the availability of suitable applicants.
Application form and further details available from Head-teacher, Fordwater School, Summersdale Road, Chichester, West Sussex PO19 4PL (s.a.e. please). Closing date: 20th March, 1987.
(44962) 160022

ilea

Working in Education

Suitably qualified and experienced teachers are invited to apply for the following posts.

Unless indicated otherwise, application forms and further details are available for the Head Of the school. Visits to schools (by appointment) are welcomed.

Inner London Area Payment (£1215 p.a.) is in addition to the appropriate Burnham Salary scale.

JOB SHARING. All posts are suitable for job sharing unless indicated by NJS in the vacancy details. A Register for pairing potential job sharers is maintained in EO/PER/PS7, Room 533, County Hall, SE1 7PB (Tel: 01-633 8801).

CLOSING DATE: Unless shown differently, the closing date for applications is 20th March 1987.

Special Education

Posts of Responsibility

ASPEN HOUSE (DEL)
Kennington Park Gardens, SE11 4AN Tel: 01-582 3875.
Roll 199 Head: Robert Stoneley
(1) Required asap. Scale 2(s) teacher for Craft, Design and Technology, responsible for Media Resources
(2) Required April. Scale 2(s) teacher for Home Economics being part of the team covering Life Skill and Health Education.
(3) Required April. Scale 1 + SSA Class Teacher
(4) Required April. Scale 1 SSA teacher for our Primary Reception Class (5-7 year olds).

CENMACH
(Centre for Motor & Associated Communication Handicap).
Charlton Park School. Charlton Park Road, SE7 8HX.
Tel: 01-316 7589.
Required from April. Scale 3 teacher (unattached) no SSA. CENMACH supports ILEA teachers with pupils who have physical problems in communication. Applicants must have experience with severely physically handicapped children and be willing to work with age range 4 to 18+. Phone Director for job description. Application forms from and returnable to PER/PS5I, Room 82, The County Hall, SE1 7PB.

HYDE FARM
Tellerscott Road, Balham, SW12.
Roll: 35. Head: Mr P. A. Akburst
Required from April. Scale 2(s) for English Language in the curriculum, teaching commitment to final year class necessitates secondary training and experience. Applicant to have Special Needs experience in either Special or Secondary Schools.

JOHN AIRD (Visually Impaired)
Cobbold Road, W12 9LB.
Tel: 01-743 1472. Roll: 82.
Head: Mrs Brenda A. Bouldstridge
Primary Class teacher, Scale 2(s), with responsibility of English and Language Development throughout the Junior Department. Experience with the visually impaired not required.

JOHN KEATS (DEL)
Adelaide Road, NW3 3NT.
Tel: 01-722 0222. Roll: 90.
Required asap. Scale 2(s) teacher to develop environmental studies and life skills with pupils 11-16.

NORTH CROFT (EBD) (5-16 yrs)
Vespan Road, London W12
Tel: 01-749 5845
Roll 58. Head: Mr A. E. Andrea
Required from April Scale 3(s) for Curriculum development in the Lower Secondary school Interest in Science. Commerce and/or Computer Studies an advantage.

PHOENIX (DEL) (All age)
49 Bow Road, E3.
Tel: 01-980 4740 Roll: 68.
Required asap. Teacher Sc. 2(s) for Language and Reading throughout the school plus responsibility for group 13 to mixed ability.

TUKE (M) (SLD)
4 Woods Road, Peckham, SE15 2PX Tel: 01-639 5584.
Roll 68 Head: Miss P. Davy
Required asap Scale 2(s) teacher Home School Liaison to develop and carry out educational programme for pre-school children with SLD.

WYCLIFFE (MLD)
Wycliffe Road, Battersea, SW11 5OR. Tel: 01-228 2727.
Roll: 85.
Required asap. Class Teacher, Scale 2(s). for a class of 11-12 year old pupils, also able to offer Science or Drama or P.E. or Music Special School experience is not essential

Other Special School Posts

CHALCOT (EBD)
Harmood Street, NW1 8DP.
Tel. 01-485 2147.
Roll; 36. Head: Mr T. Greener
Required asap. 0.5 Part-time permanent teacher, Scale 1 + SSA experienced in providing a broad curriculum for children aged 12-16. Previous experience with EBD children is not necessary but the willingness to work in close co-operation with a psychiatric team is essential.

COLLEGE PARK (MLD)
Monmouth Road, W2 4UT.
Tel: 01-229 1524. Roll: 69.
Head: Mrs M. A. Christiansen
Required asap. Scale 1 + SSA 0.4 teacher with ESL qualification and mother tongue if possible.

MAZE HILL (SLD) (Age 2-19)
Woodland Crescent, SE10 9UP.
Roll: 77 Miss B. A. Godfrey
Required from 27.4.87 to 3.8.87.
2 teachers, Scale 1 + SSA, prepared to teach throughout the school, including Special Care. A one term appointment covering for maternity leave.

NATHANIEL HECKFORD (EBD)
225 Cable St, E1 0BL.
Tel: 01-790 5918.
Roll: 50. Head: Mr S. A. J. Pole
Required asap. Teacher Scale 2(s) with responsibility for developing Art and Creative subjects throughout the school.

PHOENIX (DEL) (All age)
49 Bow Road, Bow E3.
Roll 68. Head: Miss A. Melling
Required asap. Teacher Scale 1 + SSA 0.3 of P.E. and Games to teach pupils with special needs, across the age range Possibility of extra sessions

QUEENSMILL (PM)
Lysia Street, SW6.
Tel: 01-385 7270.
Roll 42. Head: Mrs L. J. Cole
Required from April Teacher Scale 2(s) for a small group of children with communication and behavioural problems
Responsibility for Art and Display throughout the school.

TUKE (M) (SLD)
4 Woods Road, Peckham, SE15 2PX. Tel: 01-639 5584
Roll: 68. Head: Ms P. Davy
Required asap. Teacher, Scale 1 + SSA 0.4 to teach English as a second language.

Observation & Assessment Centre

SOUTHVALE
Linton Grove, SE27.
Tel: 01-670 0102.
Required from April Scale 2 teacher (no SSA) who has experience in working with pupils across the age and ability range who have emotional and behavioural difficulties. Application forms from and returnable to PER/PS5F Room 82, The County Hall, SE1 7PB.

School Psychological Service

TEACHERS OF CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES
Required asap. Scale 2, no special allowance. Peripatetic teacher to work in Division 7 (Lewisham) assessing and supporting children with specific learning difficulties in their own schools. Both primary and secondary schools are covered. Knowledge and experience of this field are essential. Further details from Alan Heath (Educational Psychologist) 692 5541/691 7131, or Monica Askay (Acting Senior SPS teacher) 639 0577/692 5004. Application forms available from and returnable to PER/PS5F Room 82, The County Hall, SE1 7PB. Please enclose an sae.

Boarding Schools

For all full-time posts additional weekend and evening duties are required (not exceeding 15 hours per week) for an allowance of £2949 p.a.

SHAWCROFT (B) (EBD) (9-17)
Crockenhill Road, St Mary Cray, Orpington, Kent BR5 4ES.
Tel: 0689 31366/7.
Roll: 49. Head: Mr L. J. Azzopardi
Required asap. Deputy Head (Resident), Group 4(s) + Special allowance, whose experience, qualities of leadership and responsibility can command the respect of colleagues in this multi-disciplinary community A 3-bedroomed unfurnished flat is available.

BRADSTOW
34 Dumpton Park Drive, Broadstairs, Kent.
Tel: 0843 62123 Roll: 80.
Head: Miss Lyndsey J. Stone
Required asap. No London allowance. (1) Teacher, Scale 3, for curriculum development with particular reference to physical development throughout the school. An interest in AVA and/or School Journeys an advantage.
(2) Teacher, Scale 2(s), for the development of Health Education and/or Music throughout the School.
(3) Scale 1 (+SSA) Teacher to take a class of children with Severe Learning Difficulties in this all age residential School

FRANT COURT CH(E)
(Community Home with Education)
The Green, Frant, Nr Tunbridge Wells, Kent. Tel: 0892 75642.
Head of Education: Godfrey Daniel
Required from September, Scale 2 + SSA Teacher of English and General Subjects. Frant Court provides education in a residential setting for up to 36 girls in the care of their local authorities: usually from London and aged 13+ on admission. Extraneous duties at £2949 p.a. are optional. No London allowance.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

YORKSHIRE

THE SPASTICS SOCIETY

HAWKSWORTH HALL SCHOOL
Hawksworth, Guiseley, Nr. Leeds LS20 8NU

Required Summer Term 1987 a temporary non-resident teacher (one term) at this residential day school which is concerned with the assessment and education of severely physically handicapped children (age group 4-12+).

In addition to knowledge and experience with children who have special educational needs, it would be useful to have an interest in children with severe learning difficulties and in need of a developmental curriculum.

This is a Scale 1 post with Special Schools Allowance.

For further information and application form contact The Headmaster Mr. F. Jagger. (45000) 160022

Independent Schools

Deputy Headships Second Masters/ Mistresses

HERTFORDSHIRE

WATERSIDE SCHOOL
Bishop's Stortford, Hertfordshire
DEPUTY PRINCIPAL
The Governors of Waterside School invite applications for the post of Deputy Principal which will become vacant from September, 1987, with the impending retirement of the present Deputy.
Waterside School is at present a co-educational day school with pupils aged from 5-16 years.
In September 1987 it will start the transition to an all Girls' School with a 6th Form.
Further details of the post can be obtained from: The Clerk to the Governors, Waterside School, Hassobury, Hazel End, Bishop's Stortford, Hertfordshire CM23 1HE.
(44604) 180012

Remedial and Special Needs Teaching Posts

Other Assistants

SOMERSET

MILLFIELD JUNIOR SCHOOL
See our advertisement under Preparatory Schools.
(44829) 181024

By Subject Classification

Art and Design

Heads of Department

KENT

ST. HILARY'S SCHOOL
Sevenoaks
REQUIRED in September 1987.
An experienced teacher to take responsibility for ART throughout the senior school to teach to G.C.S.E. and 'A' levels.
Girls Independent Public Day School 200 in Senior School. (G.B.G.S.A. & G.S.A.).
Burnham Scale + London Fringe Allowance.
Applications should be made in writing, with curriculum vitae, and names and addresses of two referees, to the Headmistress by Friday 20th March, 1987 ... St. Hilary's School, Bradbourne Park Road, Sevenoaks, Kent TN13 3LD. (Tel: 0732 453251). (44604) 181218

LEICESTER HIGH SCHOOL FOR GIRLS
G.S.A. – GROUP 7

Required in September 1987, a

DEPUTY HEAD

This is a challenging and interesting post for a well qualified and experienced Graduate.

Further details may be obtained from the Secretary, Leicester High School for Girls, 454 London Road, Leicester LE2 2PP. Telephone (0533) 705338.

Applications together with full curriculum vitae and the names and addresses of two referees, should be sent to the Headmistress by 23rd March 1987.

SUFFOLK

WOODBRIDGE SCHOOL

H.M.C., Co-educational, Day and Boarding
510 pupils, aged 11-18

DIRECTOR OF STUDIES

Applications are invited for the post of Director of Studies of Woodbridge School from 1st September, 1987.

Further details may be obtained from the Headmaster's Secretary, Woodbridge School, Woodbridge, Suffolk, IP12 4JH (Tel. 0394 385547). Applications should be sent to the Headmaster by 13th March, 1987 with curriculum vitae and names, addresses and telephone numbers of two referees. (13858)

THORPE HALL SCHOOL
Thorpe Hall Avenue, Thorpe Bay, Essex

Independent Day School
300 pupils Mixed 4-16 years

Applications are invited from fully qualified and experienced teachers for the post of DEPUTY HEAD (Group 6). Vacant from September.

Applications with full C.V. and names and addresses of three referees to the Headmaster from whom further details may be obtained. Closing date 16th March 1987.

LANSDOWNE TUTORS

7 – 9 PALACE GATE LONDON W8 5LS

Applications are invited for the post of:

DIRECTOR OF STUDIES

Lansdowne is one of London's largest independent VI Form Colleges (480 A + O Level students; 70 teachers). The successful applicant will be responsible for the teaching administration and organisation of the whole College.

Letters of application and C.V.s should be sent to The Principal, from whom further details may be obtained.

Closing date: 13th March.

INDEPENDENT EDUCATION
continued

SWITZERLAND

AIGLON COLLEGE in the SWISS ALPS required Head of Art and Design for September 1987. See Overseas Section.
(44791) 181218

WARWICKSHIRE

THE KING'S HIGH SCHOOL FOR GIRLS
Warwick CV34 4HJ
Independent Day School, 540 girls
Required for September, 1987 well qualified and experienced specialist to be Head of the Art Department (Scale 3 plus Foundation allowance) sharing the teaching of the subject to G.C.S.E. and A Level (including the Art History component). Emphasis on Fine Art and Textiles.
Applications (no forms) to the Headmistress with curriculum vitae and names and addresses of referees. 181218
(44404)

Other Assistants

BEDFORD

BEDFORD SCHOOL
A graduate teacher of ART is required for September 1987 to become a third member of a rapidly developing and enthusiastic Art School.
The post provides an exciting opportunity for a lively and committed teacher with ability and training in Ceramics and 3 dimensional work to develop these areas of study and the GCSE programme.
The successful candidate would participate in the broader aspects of Boarding School life and play a full part in out-of-school activities based in the Art School. Bedford School Scale 1.
Applications together with a current curriculum vitae and names of two referees should be sent to the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU, from whom further details are available. Tel: Bedford (0234) 53436. (44129) 181224

BUCKINGHAM

STOWE SCHOOL
Buckingham

A well qualified and enthusiastic teacher of Art is required in September 1987, who could become Director of Art in September 1988.

Apply, by letter (no forms), including curriculum vitae and the names, addresses and telephone numbers of two referees, to The Headmaster, Stowe School, Buckingham MK18 5EH. (35263) 181224

EAST SUSSEX

WADHURST COLLEGE
Wadhurst, East Sussex TN5 6JA
Boarding and Day school of Evangelical Anglican foundation for 250 girls aged 11-18
Required for September 1987 teacher to work in a thriving and forward looking ART Department. Courses offered - Art, History of Art to 'A' level, Photography, Textiles. Ability to teach Design & Communication GCSE needed. Contribution to extra curricular activities essential. Resident or non resident. Salary Burnham Scale 1 at the appropriate incremental point.
Please apply to the Headmistress with full c.v. and names of two referees.
(42949) 181224

MERSEYSIDE

BIRKENHEAD SCHOOL
ART TEACHER
Required for September 1987, a qualified artist able to teach Art throughout the School to GCSE and 'A' level. Salary based on Burnham Scale 1/3.
Application, including CV and names and addresses of two referees, to The Headmaster, Birkenhead School, 58 Shrewsbury Road, Birkenhead, Merseyside L43 2JA.
(44973) 181224

OXFORD

RYE ST ANTONY SCHOOL (G.S.A.)
Required for September a graduate teacher to teach History of Art at A level part time. (Post could be as resident Housemistress in Sixth Form Block - flat available.
Apply in writing with names of two referees to The Headmistress, Rye St Antony School, Pullen's Lane, Headington Hill, Oxford OX3 0BY. (44382) 181224

SURREY

EPSOM COLLEGE
H.M.C. Boarding and Day school for 580 boys aged 13-18 years and 60 Sixth Form girls
Required for September 1987, a teacher of ART to join a thriving Department. The vacancy is for a person to teach 3D/CERAMICS to A-level and other FINE ART disciplines to the G.C.S.E. Accommodation available for a single person and possibly for a married couple.
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Epsom College, Surrey KT17 4JQ, from whom further information may be obtained.
(44167) 181224

WEST SUSSEX

SEAFORD COLLEGE
Petworth, West Sussex GU28 0NB
Required for September 1987 teacher to take Art throughout School up to 'A' level. Burnham Scale plus Seaford Allowance appropriate to qualifications and experience. Possibility of accommodation.
Post could be one suitable for young enthusiastic teacher.
Application form and further details from School Secretary. (44150) 181224

Careers

Heads of Department

NORTH YORKSHIRE

AMPLEFORTH COLLEGE
Required for September 1987, Head of CAREERS to organise and provide information and guidance on careers and higher education and continue well-established links with industry, the Armed Services etc. Some academic teaching required.
Apply with full curriculum vitae and names and addresses of three referees to: The Headmaster, Ampleforth College, York YO6 4ER, from whom further details may be obtained. (44584) 181418

Classics

Other Assistants

CAMBRIDGESHIRE

THE PERSE SCHOOL FOR GIRLS
Cambridge
Required part-time in September, a good honours graduate to teach both Latin and Greek throughout the School, including G.C.S.E., 'A' Level and Oxbridge in both subjects.
Please apply, with full details of qualifications and experience, and the names and addresses of two references, to the Headmistress, by March 13th. (44033) 181624

ESSEX

BRENTWOOD SCHOOL (HMC)
Required for SEPTEMBER, 1987, GRADUATE teacher of Classics to teach throughout the School up to 'A' level. The Head of Department retires in July, 1988, so the successful candidate may be eligible to succeed him. There is a wide range of extra-curricular activity in which the appointee will be expected to participate. Brentwood has its own salary scale.
Applications, together with curriculum vitae and the names and addresses of two referees, to the Headmaster, Brentwood School, Brentwood, Essex CM15 8AS. (02943) 181624

NORTHAMPTON

Required for September: A graduate teacher of Classics to join a flourishing department to teach Latin and Greek to 'A' Level and Oxbridge entrance standard. Ability to help with extra-curricular activities expected. Bachelor or married accommodation available.

Applications to the Headmaster, Oundle School, Oundle, Peterborough PE8 4EN, together with full curriculum vitae and names and addresses of 2 referees.
(35068) 181624

PETERBOROUGH

OUNDLE SCHOOL

Required for September: a graduate TEACHER OF CLASSICS to join a flourishing Department to teach Latin and Greek to 'A' Level and Oxbridge entrance standard. Ability to help with extra-curricular activities expected. Bachelor or married accommodation available.

Applications to The Headmaster, Oundle School, Oundle, Peterborough PE8 4EN, together with full curriculum vitae and names and addresses of two referees.
(35264) 181624

SOMERSET

MILLFIELD JUNIOR SCHOOL
See advertisement under Preparatory Schools.
(44525) 181624

SOMERSET

KING'S SCHOOL
Bruton
Graduate required to teach CLASSICS and ENGLISH at all levels throughout the school. An opportunity for a first appointment of someone with experience to join an HMC Boarding School, 320, with Sixth Form Girls. All-round contribution expected. There is a vacancy to run the 1st XI HOCKEY.
Applications to the Headmaster, King's School, Bruton, Somerset BA10 0ED (Tel: 0749 813326) together with curriculum vitae and names, addresses and telephone numbers of 2 referees. (35230) 181624

WEST MIDLANDS

SAINT MARTIN'S INDEPENDENT DAY SCHOOL FOR GIRLS (G.S.A.)
CLASSICS GRADUATE
Required for September, to teach Latin and Classical Studies in the first instance to G.C.S.E. level and to develop a new department. Some teaching of English is also needed.
For further details please contact the Headmaster's Secretary, Saint Martin's School, Station Road, Solihull, West Midlands B91 3RU. Tel: 021-705 1265.
(44850) 181624

Computer Studies

Heads of Department

HAMPSHIRE

LORD MAYOR TRELOAR COLLEGE
HEAD OF DEPARTMENT FOR COMPUTER STUDIES
Required from 1st September, 1987.
This is a non-maintained special boarding school for 280 physically handicapped boys and girls aged 9-19 with a normal range of intelligence. Excellent facilities: Econet system using BBC computers: generous budget for developments. This is a challenging and demanding post with unique opportunities for curriculum development and initiative.
Full time Computer Technician.
Salary Scale 2 (S) with additional £1,179 for 6 hours per week of additional duties. Scale 3 (S) available if well qualified.
SAE for further details and application form to: The Headmaster, Lord Mayor Treloar School, Holy-College, Upper School, Holybourne, Alton, Hants. GU34 4EN. (44948) 182018

BEDFORDSHIRE

RUSHMOOR SCHOOL
Bedford
See our advertisement under Science, Heads of Department.
(44565) 182018

Other Assistants

GLOUCESTERSHIRE

HATHEROP CASTLE SCHOOL
Cirencester, Glos. GL7 3NB
Independent Boarding - 100 girls aged 11-18
Wanted for April or September FULL TIME TEACHER OF COMPUTER STUDIES WITH SOME MATHEMATICS. Small classes. Accommodation available.
Please apply with curriculum vitae to the Headmaster.
(35116) 182024

WEST SUSSEX

SEAFORD COLLEGE
Petworth, West Sussex GU28 0NB
Required for September 1987 assistant teacher for Computer Studies to G.C.S.E. some mathematics an advantage.
Burnham Scale plus Seaford Allowance appropriate to qualifications and experience. Possibility of accommodation.
Application form and further details available from School Secretary.
(44149) 182024

WEST YORKSHIRE

WAKEFIELD GIRLS' HIGH SCHOOL
Wentworth Street, Wakefield, West Yorkshire
Required in September 1987 teacher of Computing to develop the existing work in this area. Ability to help with Science or Technology would be welcome.
Apply Head Mistress giving details of qualifications and experience and names of referees. (35101) 182024

Craft, Design & Technology

Heads of Department

HAMPSHIRE

HEAD OF DEPARTMENT FOR C.D.T.
Required from 1st September, 1987.
This is a non-maintained special boarding school for 280 physically handicapped boys and girls aged 9-19 years with a normal range of intelligence. Excellent facilities, including new purpose-built Sixth Form Skills Workshop, generous budget for developments. This is a challenging and demanding job with great scope to develop skills which students may carry on with throughout their lives.
The successful candidate will need to have a variety of proven skills. The ability to teach basic electronics would be an advantage.
Salary Scale 2 (S) with additional £1,179 for 6 hours per week of additional duties. Scale 3 (S) available if well qualified.
SAE for further details and application form to: The Headmaster, Lord Mayor Treloar College, Upper School, Holybourne, Alton, Hants. GU34 4EN. (44946) 182118

Other Assistants

HAMPSHIRE

EMBLEY PARK SCHOOL
Romsey, Hampshire
(Small Independent Boys School - 11-18 years)
Required for September 1987 enthusiastic teacher of C.D.T. (Design & Communication) which has recently been introduced to G.C.S.E. level.
Some experience preferred since the successful candidate will be expected to give guidance in the further expansion of the department. Help in teaching Junior Maths required initially.
For further details apply to the Headmaster.
(44887) 182124

NOTTINGHAMSHIRE

NOTTINGHAM HIGH SCHOOL
Independent Day School - HMC - 830 boys
A Design Technology enthusiast is required for September to take charge of a newly constructed Workshop on whose final furnishing and equipment he/she will be able to advise. His/her work will be initially with First and Second Forms and Sixth Form General Studies rather than for GCSE or 'A' level. Salary will be according to qualifications and experience on National Scales plus High School Allowance. Interested candidates are advised to write for further details to the Headmaster, Nottingham High School, Waverley Mount, Nottingham NG7 4ED. Tel: 786056, to whom completed applications with Cv and names, addresses and telephone numbers of two referees should also be sent.
(44407) 182124

OXFORDSHIRE

RADLEY COLLEGE

Require enthusiast for expanding CDT Department in September 1987. Experience of O level CDT and A level Design and Technology an advantage.

Applications with CV, names, addresses and telephone numbers of two referees to The Warden, Radley College, Abingdon, Oxon. OX14 2HR, from whom further details may be obtained.
(44787) 182124

PERTHSHIRE

STRATHALLEN SCHOOL
H.M.C.: 350 boys : 100 girls : boarding
Required for Sept. '87 suitably qualified enthusiastic in Design/Technology - preferably with special interest in electronics/microcomputers - NEW CENTRE, rapidly expanding department, courses in 'O' : 'H' and 'A' levels.
Applicants should write with the names of two referees and telephone no. to Headmaster, Strathallan School, Perth PH2 9EG. (44994) 182124

SHROPSHIRE

WREKIN COLLEGE
H.M.C. 380 pupils 13-18 Co-educational boarding (and day)
Well qualified and enthusiastic teacher required for September 1987 to teach Design/Technology to O and A level, with emphasis on Metalwork Department, and if possible microelectronics. Applications from newly-qualified teachers or experienced teachers welcomed. Possibility of headship of department.
The school has its own salary scale. We hope to be able to provide accommodation.
Apply with curriculum vitae and names of 2 referees to The Headmaster, Wrekin College, Wellington, Telford, Shropshire TF1 3BG. (44228) 182124

Economics & Business Studies

Other Assistants

BERKSHIRE

QUEEN ANNE'S SCHOOL
Caversham, Reading RG4 0DX
(G.S.A.) 370 pupils - 100 in Sixth Form
Required for September 1987 - a graduate Economist to teach the subject in the Sixth Form only to 'A' Level and University Entrance. The post could be part-time or could be combined with the teaching of History or Classical Studies.
Salary scale according to experience.
Accommodation available if required.
Applications should be made in writing with full C.V. and the names, addresses and telephone numbers of two referees to the Headmistress, Miss A.M. Scott, B.A. before the 13th March 1987.
(44058) 182224

CROYDON

OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1987, well qualified Honours Graduate to teach Advanced Economics. The school has a thriving sixth form Economics Department. Salary Burnham Scale III.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (48957) 182224

CROYDON

TRINITY SCHOOL
Croydon
(Independent, HMC, 775 boys)
Required in September 1987, Honours Graduate to teach ECONOMICS and BUSINESS STUDIES to A-level. The department of three is housed in new buildings and approximately 40 candidates a year take the subject. It is hoped that the successful candidate will offer a subsidiary subject in the Lower School, and will be able to make a significant contribution to a major extra-curricular activity.
The salary scales are above the national ones and financial assistance is available for removal expenses. There is the possibility of accommodation.
Applications (no forms) with the names of two referees, to the Headmaster, Trinity School, Shirley Park, Croydon CR9 7AT.
(35303) 182224

Stanbridge Earls School
Romsey, Hants. SO51 0ZS

TEACHER OF DESIGN

Required for September 1987 a graduate teacher for GCSE and A Level teaching of 3-Dimensional Craft & Design with an emphasis on wood, but pottery and plastics also involved. Craft is an extremely important subject within the School curriculum. Salary Scale Burnham 2.

Small, independent, co-educational Boarding School (member of SHMIS) in beautiful setting.

Help with extra-curricular activities would be an additional asset. Living-out allowance or accommodation available.

Apply with Curriculum Vitae to the Headmaster, naming two referees. (14887)

Cambridge Tutors College Independent Co-educational

BURSAR

Required from September 1987, an honours graduate or well-qualified professional to assume responsibility for the financial and accounting operations of this leading independent tutorial college.

Previous bursarial or school experience not essential. Candidates must, however, be conversant with computerised accounting and data retrieval systems.

Salary in the range £14,000 - £16,000 plus Outer London Allowance and other benefits.

Further details from: The Principal, Water Tower Hill, Croydon, Surrey CR0 5SX. Tel: 01-688 5284. (12729)

LEICESTER GRAMMAR SCHOOL
Applegate, Leicester LE1 5LB
(mixed, selective school of 500 (100) in the sixth form)

HEAD OF COMPUTING STUDIES

A Head of Department for Computing studies is required at the School for September 1987. The chosen person will be given the opportunity to develop computing studies throughout the School. A person with a wide experience of computing and another discipline is required.

Applications, accompanied by a Curriculum Vitae and the names of two persons to whom reference may be made, should be sent to the Headmaster at the above address. (12751)

THE HABERDASHERS' ASKE'S SCHOOL
ELSTREE, HERTS. WD6 3AF

Required for September 1987, qualified teachers of:–

1. ECONOMICS AND POLITICS
to work mainly in the Sixth Form.

2. GEOGRAPHY
to teach throughout the school.

Willingness to help with games or extra-curricular activities desirable.

Salary generous London Burnham scale according to experience.

Further details available from the Headmaster's Secretary (01-207 4323). Applications with full c.v. and names of referees should be sent to the Headmaster as soon as possible. (12

INDEPENDENT EDUCATION
continued

BATH
KING EDWARD'S SCHOOL
(Independent Day School. HMC. 620 boys + 40 girls in Sixth Form)
Required in September 1987 a lively and enthusiastic graduate to join a strong Department to teach the Cambridge A-level BUSINESS STUDIES course, ECONOMICS up to Oxbridge standard and the SEG British Industrial Society GCSE course. The successful applicant will be familiar with various teaching and assessment methods appropriate to these courses. Help with extra-curricular activities or games (especially cricket) an advantage.
Application with curriculum vitae and the names of two referees should be sent immediately to The Headmaster, King Edward's School, North Road, Bath, BA2 6HU.

HAMPSHIRE

PORTSMOUTH GRAMMAR SCHOOL
HMC Independent Day School

Coeducational Sixth Form

ECONOMIST

Graduate ECONOMIST required for September 1987 to teach the subject to 'A', 'S' and Oxbridge entrance level. An interest in the development of GCSE Business Studies and participation in the School's extra-curricular activities would be advantageous. Burnham plus PGS allowances with a Scale 2 available for an experienced candidate. The post is suitable for a teacher looking for a second position but the School is also keen to consider applications from newly qualified or currently qualifying graduates.

Apply in writing, with full c.v. and names and addresses of two referees, to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN. (44313) 182224

HAMPSHIRE
KING EDWARD VI SCHOOL
Southampton
(HMC: 900 Pupils, 250 in Coeducational Sixth Form)
Required for September 1987, TEACHER OF ECONOMICS with ability to teach some Geography an advantage. Scale 1 post.
Full particulars from the Head Master, Mr C. Dobson, at the School, Kellett Road, Southampton SO9 3FP, to whom applications (no forms) should be sent, together with the names and addresses of two referees to reach the School as soon as possible.
(44472) 182224

KENT
ST. LAWRENCE COLLEGE IN THANET
Ramsgate, Kent CT11 7AE
(Tel: 0843 592680)
HMC. Co-ed. Senior School 350. Sixth Form 120
Teacher required for September 1987 for ECONOMICS to 'A' level with a subsidiary subject. Mathematics preferred.
A committed Christian, able to coach main game, to take on pastoral responsibilities in either a boys' or girls' boarding house - strong recommendations.
Own Salary Scale.
Accommodation available for single person.
Apply with C.V. and names of two referees (with telephone numbers) to the Headmaster. (44456) 182224

WILTSHIRE
GODOLPHIN SCHOOL
Salisbury
(Independent Boarding and Day School for 390 girls aged 11 - 18)
A teacher of 'A' level BUSINESS STUDIES (Cambridge Board) is required in September 1987. This subject is a very popular choice in the Sixth Form and results have been good. The post might suit an Economist wishing to develop their career in this expanding area. Training could be provided if necessary. Ability to teach Mathematics and/or Information Technology would be an advantage. A scale post may be available for suitably qualified candidates.
Candidates should submit a letter of application and full curriculum vitae together with the names, addresses and telephone numbers of two referees to the Headmistress, Godolphin School, Salisbury. (44154) 182224

WIMBLEDON
KING'S COLLEGE SCHOOL
Wimbledon SW19 4TT
Required for September 1987 a graduate to teach ECONOMICS and History.
For further details see History Section. (02938) 182224

English

Heads of Department

HAMPSHIRE
KING EDWARD VI SCHOOL
Southampton
HEAD OF ENGLISH
See panel advertisement. (44315) 182418

LIVERPOOL

THE BELVEDERE SCHOOL
G.P.D.S.T.
17 Belvidere Road, Liverpool L8 3TF

(G.S.A. School)

HEAD OF ENGLISH

Required for September 1987, a well qualified Graduate to take charge of the teaching of ENGLISH throughout the school. This is a very popular and successful Sixth Form subject.

Apply immediately to the Head Mistress enclosing a curriculum vitae, the names and addresses of two referees and a stamped, addressed envelope. (44198) 182418

YORK
BOOTHAM SCHOOL
York YO3 7BU
Tel: (0904) 23636
One of the group of Quaker Schools
HMC, Co-ed Day, Boys Boarding, 11-18
Vacancy for HEAD OF ENGLISH DEPARTMENT (or Assistant in English Department) in September 1987. Salary according to experience. Willingness to help with out-of-school activities, and boys' residential housemastering would greatly help an applicaton.
Applications to be sent to the Headmaster.
(44895) 182418

Other Assistants

DEVON
ST. MARGARET'S SCHOOL
Exeter
Western Division Woodard Corporation
GSA 450 girls, mainly day, 70 weekly boarders
Required for September 1987 qualified graduate teacher to join a department of 4, to teach English from age 11 to GCSE. Some 6th Form teaching available to suitable candidate. Scale 1 Burnham.
Apply in writing with full CV and names and addresses of 3 referees to the Headmistress, St Margaret's School, Magdalen Road, Exeter, Devon. (44171) 182424

DORSET
ST. ANTONY'S-LEWESTON SCHOOL
Sherborne, Dorset DT9 6EN
Girls' Independent Roman Catholic Boarding/Day School
403 girls, 90 in the Sixth Form
Required for September 1987 RESIDENT TEACHING HOUSEMISTRESS. French and English preferred subject but this is negotiable.
Please apply with full C.V. and names and addresses of two referees to the Headmistress (Mrs. P. Cartwright B.Sc., M.A.) at the school. Further details available. (35227) 182424

BRISTOL

REDLAND HIGH SCHOOL FOR GIRLS
Redland Court, Bristol BS6 7EF

Tel: (0272) 45796

(450 girls 11-18 years)

Required for September 1987 a well qualified and enthusiastic ENGLISH GRADUATE to teach the subject throughout the School, including Advanced Level. An interest in the extra curricular activities of this lively department would be an advantage.

Apply by letter to the Headmistress with full details of curriculum vitae and the names, addresses and telephone numbers of two referees.

Closing date Tuesday 17th March.
(44163) 182424

GUILDFORD
THE ROYAL GRAMMAR SCHOOL
Guildford
(HMC Independent - 750 day boys aged 11 to 18 - 200 in 6th Form)
Graduate in September, a graduate to teach ENGLISH throughout the school, including a share of A Level work. Ability to help with Drama will be welcomed; willingness to contribute to other extra-curricular activities would also be an advantage. Salary: Burnham plus, to be reviewed if national arrangements change; scale 2 available for appropriately qualified and experienced candidate. Applications in the form of a curriculum vitae supported by a letter of application quoting at least two referees should be sent as soon as possible to the Headmaster (English), The Royal Grammar School, High Street, Guildford GU1 3BB.
(44682) 182424

GLOUCESTERSHIRE
BREDON SCHOOL
Pull Court, Bushley, Nr. Tewkesbury, Glos. GL20 6AH
Required, September 1987, Graduate to lead the ENGLISH subject Group, with responsibility throughout the School (9-18) for English, Communications & New Media Studies. Wide range of pupil attainment. Enthusiasm, dedication, adaptability and flair essential. Applicants also offering one of Outdoor Pursuits/Music/Drama particularly welcomed. Resident preferred. Salary, equivalent Scale 2 Burnham, plus free board and accommodation. Superannuation.
Apply to Headmaster, Bredon School, Pull Court, Bushley, Near Tewkesbury, Glos. Tel: Tewkesbury 293156. (44595) 182424

EXETER
THE MAYNARD SCHOOL
520 girls, 100 in VI Form
Required for SEPTEMBER 1987 owing to promotion a well qualified Graduate to teach ENGLISH throughout the school to University entrance standard in a department with a strong academic bias. Interest in organising drama or in the Library could be an advantage. Salary will be equivalent to Burnham Scale 1.
Apply by letter to the Headmistress as soon as possible, naming two referees.
(00867) 182424

GLASGOW

KELVINSIDE ACADEMY
Glasgow

(HMC, day, 700 boys)

A teacher of ENGLISH is required in the Senior School, including S.C.E. classes. A willingness to help with the main school games and/or the C.C.F. would be welcome. Salary above the national scale. This is a new appointment.

Applications, with curriculum vitaes and names of two referees, to the Rector, Kelvinside Academy, 33 Kirklee Road, Glasgow G12 0SW. (44942) 182424

HAMPSHIRE
WYKEHAM HOUSE SCHOOL
Independent Day School for Girls
Required for September 1987 a middle school trained teacher with English as a main subject. Burnham Scale 1.
Please apply in writing enclosing a C.V. to The Headmistress, Wykenham House School, East Street, Fareham, Hants. PO16 0BW. Closing date 20th March 1987.
(44403) 182424

LONDON E17
FOREST SCHOOL
London E17 3PY (Epping Forest area)
HMC: IAPS
Independent - 400 boys
Preparatory - 400 boys
Girls' School - 300 girls
Co-educational Sixth Form
Required for September 1987 a well qualified graduate to teach ENGLISH throughout the School, following an appointment to a Head of Department post.
Applicants should be willing to be involved with extra-curricular activities and an interest in drama or games would be an advantage.
Enhanced Burnham salary (and Outer London allowance) negotiable according to experience. Subsidised accommodation possible.
Apply with c.v. and names of 2 referees to the Director of the Senior School, from whom further details are available.
(00883) 182424

LEICESTER
LEICESTER GRAMMAR SCHOOL
Applegate, Leicester LE1 5LB
A teacher of English is required for the start of term in September 1987. There will be a requirement for someone of the right calibre to teach English throughout the School. The English department offers an exciting and rewarding career to a person offering the right qualities.
Applications, accompanied by a Curriculum Vitae and the names of two persons to whom reference may be made, should be sent to the Headmaster at the above address.
(49979) 182424

HERTFORDSHIRE

BISHOP'S STORTFORD COLLEGE

A graduate to teach ENGLISH throughout the age range 13-18 is required for September 1987 to join a strong Department.

A new Music/Drama Centre is soon to be constructed.

Candidates must be enthusiasts prepared to enter into the life of a boarding school. Ability to coach team games (Rugby, Hockey, Cricket) will be an advantage.

For a suitable candidate a residential House Tutorship with self-contained flat and additional financial advantages will be available.

The Headmaster, Stephen Benson, will be pleased to talk to interested parties at Bishop's Stortford (0279) 57911 during office hours.

Applications with CV and names addresses and telephone numbers of two referees should be sent as soon as possible to the Headmaster, Bishop's Stortford College, 10 Maze Green Road, Bishop's Stortford, Herts. CM23 2QZ. (35121) 182424

LONDON SE21
DULWICH COLLEGE
Required for September 1987, a graduate to teach English to all levels in the school, becoming one of a department of 9 specialists.
Dulwich has its own salary scales which are above Burnham. Placement on them will be according to age and experience. Accommodation may be available if required.
The College offers much by way of games and other extra-curricular activities in which willingness to help will be appreciated.
Applications by letter to the Master enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees. Further particulars will be sent to all applicants. (44957) 182424

TRURO SCHOOL
TRENNICK LANE
TRURO
CORNWALL
TR1 1TH

(HMC Independent Day and Boarding
780 boys 11-18, 85 girls in sixth form of 250)
Required for September, a graduate to teach

ECONOMICS

The successful candidate will be required to make a substantial contribution to Sixth Form teaching. Salary according to age and experience. The post could offer opportunities for an enthusiastic and committed teacher looking to develop his career.

Applications by Wednesday 18th March, with curriculum vitae and the names of two referees, to The Headmaster, from whom further details may be obtained (Tel. (0872) 72763). (12726)

THE WITHERSLACK GROUP OF SCHOOLS
CONSISTS OF WITHERSLACK HALL,
LOWGATE HOUSE AND CEDAR HOUSE,
catering for pupils with Special Educational needs

HEAD OF ENGLISH

Required at Cedar House School, Kirby Lonsdale

Experience of working with a wide age and ability range is essential.

Cedar House offers a home and a school for 11-16 years old of both sexes who have experienced difficulties within the maintained sector of educaiton and who require the security of consistent standards of care and control.

This is a key post and candidates must be capable of organising teaching English throughout the school up to G.C.S.E. level.

Extraneous duties are currently shared by the teaching staff on a rota basis. Presently they are 7½ hours per week on average, for which an additional payment of £1,474.50 per annum is made.

For further details telephone 0468 71181 or apply in writing with c.v. to Headmaster, Mr. D. Duncan, Cedar House School, Kirkby Lonsdale, Cumbria. LA6 2HW. (12713)

KING EDWARD VI SCHOOL
SOUTHAMPTON
(HMC: 900 Pupils,
250 in Coeducational Sixth Form)
Required for September 1987

Head of English

Scale 4 post
For full details please apply to the Head Master
Mr. C. Dobson, at the School,
Kellet Road, Southampton SO9 3FP.

DULWICH COLLEGE
PREPARATORY SCHOOL
London SE21
I.A.P.S. (740 boys age 3–13)

HEAD OF ENGLISH

Required for September 1987 a well qualified and experienced English graduate to lead a large and thriving department. Drama and oral work play an important part in a school with high academic standards. The successful candidate must be able to teach to Public School Scholarship level and have a responsibility for dramatic productions. The school has excellent facilities and attractive working conditions. This is an important post and will be remunerated accordingly; it offers an exciting opportunity for an enthusiastic person willing to enter fully into the life of the school.

Further details available from the Headmaster to whom applications should be made with c.v. and names of two referees. Please write to 42 Alleyn Park, Dulwich SE21 7AA. (13034)

STRATHALLAN SCHOOL
Perth
H.M.C. 11–18 years. 350 Boys 120 Girls

HEAD OF ENGLISH

Required for September 1987 (or as soon as possible thereafter) suitably qualified graduate to be Head of Department (and probably of School Drama).

This is an important and challenging position in a department that has recently expanded.

More details are available from The Headmaster, Strathallan School, Forgandenny, Perth PH2 9EG, to whom applicants should write enclosing a C.V. and the names of two referees.

ST. GEORGE'S COLLEGE
Weybridge
Surrey KT15 2QS

Independent school for boys, mainly R.C. Member of H.M.C: 620 pupils from 12 to 18 years: 170 Boarders, 350 Day Boys and 100 girls in the Sixth Form.

A well qualified graduate required for SEPTEMBER 1987 to teach ENGLISH throughout the school in a successful department with a strong Sixth Form (110 girls and boys studying A-level English).

Ability to coach games (one or more of Rugby, hockey, cricket or rowing) and/or an interest in drama would be an advantage.

Salary, Burnham Scale 1 or 2, according to experience, plus a St. George's College Allowance.

Applications, together with curriculum vitae and names of two referees, should be sent to the Headmaster.

INDEPENDENT EDUCATION
continued

LOUGHBOROUGH
LOUGHBOROUGH HIGH SCHOOL
(Independent School participating in the Assisted Places Scheme, 530 girls - 150 in the VIth form
Required for September a well qualified graduate to teach English throughout the school up to and including Oxbridge entry. A Scale II post would be available for a suitably experienced applicant willing to take some responsibility in a lively and successful department. An interest in public speaking or the magazine would be an advantage. Salary: above Burnham.
Letters of application enclosing curriculum vitae and the names, addresses and telephone numbers of two referees should be sent to the Head Mistress, Loughborough High School, Burton Walks, Loughborough LE11 2DU as soon as possible. (02913) 182424

MARLBOROUGH

MARLBOROUGH COLLEGE

Required for September 1987, a young and enthusiastic ENGLISH graduate, to teach throughout the school to University Entrance level. Effectiveness in the classroom and a willingness to be fully committed to extra-curricular activities are essential.

Salary on Marlborough's own scale. Accommodation available.

Further details from The Master's Secretary, Marlborough College, Wiltshire SN8 1PA (Tel: 0672 53511).

Applications, with full curriculum vitae and the names, addresses and telephone numbers of two or more referees, should reach The Master as soon as possible and by March 18th at the latest. Previous applicants need not re-apply. (44676) 182424

MIDDLESEX
ST. HELEN'S SCHOOL
Northwood, Middlesex
Independent Day/Boarding School of 850 pupils
Wanted in SEPTEMBER an Honours Graduate to join the English Department, sharing the teaching throughout the Senior school to Scholarship level. Enthusiasm for all aspects of English teaching is looked for.
Please apply in writing to the Headmistress, with c.v. and names of two referees, and enclosing s.a.e.
(35102) 182424

NORTH WALES
RYDAL SCHOOL
Colwyn Bay, Clwyd LL29 7BT
(HMC Independent Co-educational 13-18 years)
Required for September 1987 an enthusiastic ENGLISH graduate to join a lively and flourishing Department and to teach up to G.C.S.E. level with the possibility of 'A' level work if desired. Applicants should be prepared to offer Religious Studies or French in the lower part of the school. A willingness to help with the many extra-curricular activities of a boarding school would be very important.
The post would ideally suit a new entrant to the profession. Salary: Burnham + Rydal allowance according to experience and qualifications.
Please apply with curriculum vitae and the names of two referees to the Headmaster as soon as possible.
(02918) 182424

OXFORD
RYE ST ANTONY SCHOOL
(G.S.A.)
330 pupils
Required for September a qualified English graduate to teach throughout the School to G.C.S.E. level (possibility of A level), Non resident Scale 1 but residential post at Scale 2 in exchange for duties. R.C. preferred. Flat available.
Apply in writing to The Headmistress, Rye St Antony School, Pullen's Lane, Headington Hill, Oxford OX3 0BY. (44384) 182424

SHROPSHIRE

SHREWSBURY SCHOOL

Graduate to teach English throughout the School required for September 1987. The post is suitable for someone recently qualified or someone with three or four years' teaching experience. An ability and willingness to help with extra curricular activities will be a strong recommendation.

Accommodation available. Own salary scale.

Applications with C.V. and the names, addresses and telephone numbers of two referees should be sent to the Headmaster, The Schools, Shrewsbury, Shropshire, SY3 7BA, from whom further details may be obtained. 182424

SUFFOLK
Required immediately for a small, residential VIth Form College, an experienced graduate to teach A-level English, preferably with specific book tuition on 'Men at Arms' by Evelyn Waugh. Residential post with pastoral responsibility.
The successful candidate may have the opportunity of working the next academic year.
Applicants should be enthusiastic, young, energetic and must hold a current driving licence.
Applications with full C.V. and two references to The Secretary, Bransons College, Playford, Ipswich, Suffolk IP6 9DN. (02917) 182424

SUFFOLK
FRAMLINGHAM COLLEGE
Woodbridge, Suffolk IP13 9EY
H.M.C. - boarding - co-educational - 500 pupils
Required for September 1987 an ENGLISH GRADUATE to teach throughout the College. An interest in games coaching and outside activities an important advantage.
Possibility of House Tutorship. Own salary scale.
Write with curriculum vitae and names of two referees to the Headmaster.
(02945) 182424

SUFFOLK
FRAMLINGHAM COLLEGE
Woodbridge, Suffolk IP13 9EY
H.M.C. - boarding - co-educational - 500 pupils
Required for September 1987, graduate to teach English at all levels with some History or Geography up to G.C.S.E.
An interest in games coaching and outside activities an important advantage.
Possibility of House Tutorship. Own salary scale.
Write with curriculum vitae and names of two referees to the Headmaster.
(02946) 182424

SURREY

SIR WILLIAM PERKIN'S SCHOOL
GBGSA, GSA

Chertsey, Surrey KT16 9BN

(Independent Day School: 460 girls 11-18 years)

Required for September 1987 Graduate to share the teaching of English throughout the school to Advanced Level and University Entrance.

Scale according to qualifications and experience. Burnham plus London Fringe allowance.

Please apply to Headmistress with c.v. and names of two referees.
(44828) 182424

SURREY
CROHAM HURST SCHOOL
South Croydon, Surrey
Independent Public Day School of 580 girls
Required for September 1987 a well qualified teacher of English up to 'A' level. An ability to offer Drama up to GCSE and a little Classical Studies would be an advantage.
Burnham Scale 1. Outer London Weighting.
Letters of application with C.V. and names of two referees should be sent to the Headmistress, 79 Croham Road, South Croydon CR2 7YN by 16th March. (44794) 182424

SURREY
PARSONS MEAD SCHOOL
Ashtead, Surrey
Girls' Independent Day & Boarding School
Senior School 300 girls:
GBGSA & GSA Member
Required in September 1987:
Graduate teacher to share in the teaching of English throughout the school to at least G.C.S.E. level. 'A' level teaching available. Candidates should have a strong interest in Drama and Play production. Scale 3 post available to suitably qualified and experienced candidate. Non-resident. Burnham Scale, London Fringe Allowance, Government superannuation.
Apply, in writing to Headmistress with c.v. and names and addresses of two referees.
(44967) 182424

TYNESIDE
ROYAL GRAMMAR SCHOOL
Newcastle-upon-Tyne
Independent. HMC. Assisted Places
1000 boys with 300 in Sixth Form
Wanted for September 1987, GRADUATE to teach ENGLISH
Burnham Scale 2 or equivalent. Every member of the Department of five has his/her full share of Sixth Form teaching.
Further details available from the Headmaster, Royal Grammar School, Eskdale Terrace, Newcastle upon Tyne NE2 4DX, to whom applications with curriculum vitae and the names of two referees should be sent by March 17th. (48397) 182424

YORKSHIRE

ACKWORTH SCHOOL
West Yorkshire

SHMIS Co-educational, boarding and day, 8-18

In September it is likely that a vacancy will arise for a well qualified graduate in ENGLISH. The person appointed will teach throughout the senior school to GCSE and A-levels and someone with a few years' experience is likely to be most suitable. But applications from lively, eager teachers seeking their first appointment will be given serious consideration.

Further details in ISYB and from the Head, Ackworth, Pontefract, West Yorkshire WF7 7LT (Tel: 0977 611401).
(44932) 182424

Geography

Heads of Department

DORSET
CROFT HOUSE SCHOOL
Shillingstone, Blandford, Dorset
(200 girls 11-18)
Required for September 1987: Graduate to take charge of Geography teaching throughout the school to GCSE and 'A' Level. Salary in accordance with Burnham/Baker, depending on degree of involvement in the life of the school.
Apply to the Headmistress giving names and addresses of two referees by 14th March.
(44796) 182618

GLOUCESTERSHIRE
CHELTENHAM COLLEGE
HEAD OF GEOGRAPHY
The ideal candidate will be a graduate with a particular interest in Human Geography and at least five years' teaching experience. This post is for September 1987, with a view to taking over the department.
Closing date: 11th March 1987.
For further details contact The Headmaster, Cheltenham College, Bath Road, Cheltenham, Glos. GL53 7LD.
(44066) 182618

Other Assistants

BERKSHIRE
WELLINGTON COLLEGE
GEOGRAPHY
Required for SEPTEMBER 1987. A well qualified graduate specialising in Physics. Statistical and Human Geography. An interest in Field Work would be an added recommendation. Work available in Physical Geography up to Scholarship level.
A willingness to assist with extra-curricular activities is essential.
Applications with c.v. and names of 2 referees to The Master, Wellington College, Crowthorne, Berks. as soon as possible. (35131) 182624

BIRMINGHAM
EDGBASTON HIGH SCHOOL FOR GIRLS
Westbourne Road, Birmingham B15 3TS
Required in September 1987, well qualified graduate to teach Geography up to Advanced and Scholarship level.
The subject is well-established and there are good facilities. An interest in field work and Physical Geography is an advantage.
The school is situated in a pleasant residential area south of the city centre.
Applications should be made with the names and addresses of two referees to the Headmistress at the school as soon as possible.
(44896) 182624

BRISTOL

REDLAND HIGH SCHOOL FOR GIRLS
Redland Court, Bristol BS6 7EF

(Tel: (0272) 45796

(450 girls 11-18 years)

Required for September 1987 a well qualified and enthusiastic GEOGRAPHY GRADUATE to join a thriving Department and to teach the subject throughout the School including Advanced Level.

An interest in field work and Human Geography would be an advantage.

Apply by letter to the Headmistress with full details of curriculum vitae and the names, addresses and telephone numbers of two referees.

Closing date Tuesday 17th March.
(44162) 182624

CHESHIRE
THE KING'S SCHOOL
Macclesfield
A well qualified GEOGRAPHY graduate required for September 1987 to teach at all levels within the department. Ability to offer Geology an advantage but not essential; assistance with games coaching, cricket or rugby, desirable. A new entrant or teaching seeking a second post preferred. Salary - King's School Scale.
Applications with full curriculum vitae, details of extra curricular interests and names of two referees by letter to the Headmaster.
(44928) 182624

DORSET

SHERBORNE SCHOOL FOR GIRLS
Dorset

Required in September 1987 honours graduate to teach GEOGRAPHY at all levels including Sixth Form specialism. The following interests are important: physical geography (coasts, ecology, soils); development of scientifically-based fieldwork projects using hypothesis-testing; computing and statistical software.

Apply in writing to the Headmistress giving details of qualifications and experience, with the names and addresses of two referees. (02944) 182624

HAMPSHIRE
KING EDWARD VI SCHOOL
Southampton
(HMC: 900 Pupils, 250 in Coeducational Sixth Form
Required for September 1987: TEACHER OF GEOGRAPHY. Scale 1 post.
Full particulars from the Head Master, Mr C. Dobson, at the School, Kellett Road, Southampton SO9 3FP, to whom applications (no forms) should be sent, together with the names and addresses of two referees to reach the School as soon as possible.
(44471) 182624

KENT
FARRINGTONS SCHOOL
Chislehurst, Kent BR7 6LR
(Methodist Colleges and Schools - 400 girls 3-18 years Boarding and Day Girls)
GEOGRAPHY
A young Science-orientated Geography graduate to teach Advanced Level, to share the Field work and eventually G.C.S.E. teaching, possibly to help develop a new A/S level in Geology and the use of computers in Geography. This could be a part-teaching, part-resident Sixth Form Housemistress post (plus flat).
Apply in writing to the Headmistress giving the names and addresses of two referees.
(02934) 182624

NORWICH
HETHERSETT OLD HALL SCHOOL
Hethersett, Norwich NR9 3DW
GSA. 225 girls - day and boarding
Required for September 1987.
Well qualified graduate to be responsible for the teaching of Geography throughout the school to 'A' level.
A suitable candidate could be considered for the post of VIth Form Tutor. (See Pastoral).
Salary according to qualifications and experience. Government Superannuation.
Applications with full CV and names and addresses of two referees to the Headmistress at the school by March 13th. (35210) 182624

OXFORDSHIRE
ST EDWARD'S SCHOOL
Oxford
A Good honours graduate is required for September 1987 to teach Geography throughout the school. The post offers rewarding opportunities for an enthusiastic specialist. An interest in extra curricular activities would be an advantage.
Further details from: The Warden, St Edward's School, Oxford OX2 7NN. When applying, please include a Curriculum Vitae and the names and addresses of two referees.
(44967) 182624

TYNE & WEAR
SUNDERLAND CHURCH HIGH SCHOOL
Mowbray Road, Sunderland
Tel: 091-567 4984
Girls 11-16. Mixed VI form (255 on roll)
Required for September 1987. A Geography graduate to teach to all levels. An interest in Field work is essential.
Application by letter with c.v. and names and addresses of 2 referees to the Headmistress. (49934) 182624

WILTSHIRE
From September 1987, enthusiastic Graduate to teach Geography to G.C.S.E. in co-educational day school. Salary commensurate with ability to offer additional subjects.
Apply in writing with C.V. to The Headmaster, Kingsbury Hill House School, Marlborough, Wiltshire SN8 1JA. (44679) 182624

History

Heads of Department

BIRMINGHAM
EDGBASTON HIGH SCHOOL FOR GIRLS
Birmingham B15 3TS
Required for September 1987, experienced and well-qualified graduate to be Head of the History Department and to teach throughout the School, including 'A' level work.
Salary on Burnham Scale 2.
The school is situated in a pleasant residential area south of the city centre.
Applications should be made with the names and addresses of two referees to the Headmistress at the school.
(44801) 182818

HERTFORDSHIRE
ST. MARGARET'S SCHOOL
Merryhill Road, Bushey, Watford WD2 2DT
Boarding and Day School for 450 girls
Required for September, 1987, an experienced and enthusiastic Head of History Department, Scale 2 plus London Fringe Allowance, to organise the teaching of History at all levels and up to Oxbridge. A specialist in Early Modern History would be preferred.
Please write to the Headmistress's Secretary for further details. Closing date 25th March, 1987. (49974) 182818

Other Assistants

CAMBRIDGE
ST. MARY'S SCHOOL
Bateman St., CB2 1LY
G.S.A. Independent R.C. Day School. 500 girls 11-18
Required for September 1987. Honours GRADUATE to share the teaching of History throughout the School to A Level and beyond. The school offers both Medieval and Modern History at A Level. Burnham Scale according to qualifications and experience.
Applications with curriculum vitae and the names of two referees should be sent to the Headmistress. (35107) 182824

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22
GSA - 810 girls
Required for September 1987, a well-qualified graduate to teach History to 'A' level, 'S' level and Oxbridge.
Salary: J.A.G.S. Scale (Burnham plus) with Inner London Addition, on a scale appropriate to experience. Accommodation a possibility.
Apply with full C.V. and the names, addresses and telephone number of two referees to the Head Mistress at the school. (44152) 182824

MIDDLESEX
HAMPTON SCHOOL
Hanworth Road, Hampton, Middlesex
(HMC Independent 830 boys - 250 in Sixth Form)
REQUIRED for summer term 1987 a part-time teacher of History.
Applications and enquiries to the Headmaster, Hampton School, Hanworth Road, Hampton, Middlesex TW12 3HD. Tel: 01-979 5526.
(48400) 182824

NORWICH
HETHERSETT OLD HALL SCHOOL
Hethersett, Norwich NR9 3DW
GSA. 225 Girls, Day and Boarding
Required for September 1987.
Well qualified graduate to be responsible for the teaching of History, with British Constitution and Public Affairs, throughout the school. A suitable candidate could be considered for the post of VIth Form Tutor. (See Pastoral).
Salary according to qualifications and experience. Government Superannuation.
Applications with full C.V., and names and addresses of two referees to the Headmistress at the school by March 13th. (35211) 182824

SURREY
ST. CATHERINE'S SCHOOL
Bramley, Guildford, Surrey
A Church of England Day and Boarding School for 580 girls (5-18)
Due to reorganization within the School there are vacancies for TWO GRADUATE HISTORIANS, one of whom will probably become HEAD OF DEPARTMENT within a short time. Both posts will involve teaching throughout the Senior School, including Sixth Form work.
Burnham Scale Salary (according to age and experience), Government Superannuation.
Applications, including a curriculum vitae and the names and addresses of two referees, should reach the Headmaster by Wednesday, 11th March. (44258) 182824

WIMBLEDON
KING'S COLLEGE SCHOOL
Wimbledon SW19
HMC 615 boys 13-18, 250 in Sixth Form
Required for September 1987 a well qualified graduate to teach History throughout the School together with some Sixth Form Economics. This post would be suitable either as a first appointment or as an opportunity to work in a large and successful department.
Candidates should be able to offer a significant contribution to the School's programme of games and extra curricular activities.
K.C.S. salary scale, above Burnham. Possibility of school accommodation.
Applications should be addressed to the Head Master and include a full curriculum vitae as well as the names and addresses of two referees.
Further particulars of the post may be obtained from the Head Master's Secretary, King's College School, Southfields, London SW19 4TT (01-947 9311).
(02937) 182824

SURREY
SURBITON HIGH SCHOOL
Surbiton Crescent, Kingston Upon Thames, Surrey
(The Church Schools Company Ltd.)
Required in September 1987 a full time graduate teacher to share in teaching History throughout the School.
Apply to the Headmistress, enclosing curriculum vitae and the names and addresses of two referees.
(44690) 182824

Home Economics

Other Assistants

ESSEX

BANCROFT'S SCHOOL
Woodford Green, Essex IG8 0RF

Independent, Coed. 700 pupils HMC

Required for September 1987 a teacher of Home Economics and possibly Food and Nutrition. The post will suit an able and enthusiastic teacher willing to be involved in the full range of school life. Salary on Burnham Scale according to experience; substantial reductions for the education of children of staff and other fringe benefits.

Letter of application with curriculum vitae and names of two referees to the Head Master. Further particulars, available on request, will be sent to all applicants. (44980) 183024

WEST SUSSEX
LAVANT HOUSE SCHOOL
Chichester PO18 9AB
G.S.A. Girls' Boarding & Day, 150 pupils
Part-time post
Required for September 1987 an enthusiastic and well qualified teacher of Home Economics to teach Food & Nutrition and Needlecraft throughout the Senior School to GCSE. A new Home Economics area will be in operation for the Autumn Term 1987.
Residential accommodation is provided for an applicant willing to combine this post with responsibility for the Sixth Form boarders.
Salary Burnham Scale 1.
Letters of application with c.v. and the names of two referees should be sent to the Headmistress from whom further details may be obtained. (44785) 183024

Humanities

Other Assistants

ITALY
ROME
Well qualified Humanities/History Teacher required for September 1987.
See Overseas Appointments for details. (44372) 183224

CITY OF LONDON
FREEMEN'S SCHOOL
Ashtead Park, Surrey

Co-educational day and boarding HMC school. 540 pupils on roll, 9-18.

**HOME ECONOMICS/
HOUSE MISTRESS POST**

A qualified teacher is needed in September to teach two-thirds of a timetable, and to carry out House Mistress duties in girls' house of 35 girls, 9-18. The post will involve residence in a school furnished flat on a service tenancy with a salary above the present national scale.

For application forms apply to School Secretary: write or telephone Ashtead 77933. (14823)

INDEPENDENT EDUCATION
continued

Mathematics

Other Assistants

AVON COUNTY
QUEEN ELIZABETH'S HOSPITAL
Bristol
(HMC/exDG: 480 boys/120 in sixth form)
Required for September, 1987, a graduate to teach MATHEMATICS to Oxbridge scholarship and 'A' level in an outstandingly successful department of four. Pay scale according to experience and qualifications. Interest in computer studies would be an added recommendation. Single accommodation may be available in return for boarding duties.
Full particulars and applications, with names, addresses and phone numbers of two referees, to the Headmaster, Queen Elizabeth's Hospital, Bristol BS8 1JX (Tel: 0272 291856). (44894) 183424

CHESHIRE
MOSTYN HOUSE SCHOOL
Parkgate, S. Wirral L64 6SG
Required for September, a full-time teacher of Mathematics to act as second in department and to share in the teaching of Mathematics throughout the School up to C.E.E. and G.C.S.E. standards.
The School is a well known IAPS co-educational day school which in 1985 opened its own senior school to 16+. Numbers are expanding rapidly and ability to teach ages 10 to 16 is essential. Ability to offer Computer Awareness an advantage.
Salary according to qualifications and experience.
Apply in writing with telephone number, C.V. and names of two referees to the Headmaster. (44986) 183424

GLOUCESTERSHIRE
HATHEROP CASTLE SCHOOL
Cirencester, Glos. GL7 3NB
Independent Boarding - 100 girls aged 11-18
Wanted for April or September FULL TIME TEACHER OF MATHEMATICS AND COMPUTING. Small classes. Accommodation available.
Please apply with curriculum vitae to the Headmaster. (35117) 183424

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1987, University Honours Graduate to teach Mathematics throughout the School to Advanced and University entrance level. The School has a strong Mathematics Department with a large number in the sixth form studying the subject. The post would be suitable for either a well qualified beginner or an experienced teacher.
Salary according to qualifications and experience. Scale II or III for a suitable candidate.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (44043) 183424

DORSET
CLAYESMORE SCHOOL
Iwerne Minster, Blandford Forum, Dorset DT11 8LL
Tel: 0747 811217
Coeducational boarding and day school, 340 pupils, 13-18, 90 in Sixth Form
Required for September 1987.
Graduate to teach MATHEMATICS and FURTHER MATHEMATICS throughout the School to A level.
Applicants should be prepared to contribute wholeheartedly to boarding school life. Readiness to help with games (boys and girls), music or C.C.F. and to take responsibilities as a tutor in a boarding house, strong recommendations.
Own salary scale, above Burnham. Some accommodation available.
Applications, together with c.v. and the names and addresses of two referees, to the Headmaster, as soon as possible. (44851) 183424

HAMPSHIRE
BEDALES SCHOOL
Petersfield, Hampshire GU32 2DG
HMC Coeducational, Boarding 13-18
GRADUATE required for September 1987 to teach Mathematics throughout the school to Advanced level.
Burnham plus, initial salary according to experience.
The Headmaster welcomes applications by letter (no forms) including curriculum vitae and the names, addresses and telephone numbers of three referees.
For further details please telephone the Headmaster's Secretary on Petersfield (0730) 63286. (48779) 183424

BADMINTON SCHOOL
Bristol
G.S.A. Boarding and Day 300 girls 11–18
HEAD OF MATHEMATICS
An experienced and well qualified Mathematician is required for September 1987 to lead a strong department of four to teach throughout the school to Oxbridge Entrance. A willingness to contribute to the life of a boarding school is important.
Burnham Scale 3.
Please apply to the Headmaster with curriculum vitae and two referees. Badminton School, Westbury-on-Trym, Bristol BS9 3BA. (13241)

ISLE OF WIGHT
UPPER CHINE SCHOOL
Shanklin, I.W.
Required for September 1987, GRADUATE MATHEMATICIAN, with a keen interest in computing, to share in the teaching of mathematics throughout the main school up to A Level. Single accommodation in a modern self-contained flat is available. This is an ideal post for an enthusiastic beginner. Salary Burnham Scale.
Applications with c.v. and names and addresses of two referees to The Headmistress, Upper Chine School, Shanklin, I.W. PO37 6QU. (48914) 183424

KENT
SEVENOAKS SCHOOL
A co-educational HMC Boarding and Day School with 900 pupils, including a Sixth Form of 400, requires for September 1987 A MAN OR WOMAN GRADUATE MATHEMATICIAN
to teach up to 'A' Level and beyond in a large and active department. Ability to contribute to computer developments or statistics could be an advantage. Extra-curricular activities important. Salary well above Burnham; housing available.
Applications to the Headmaster, Sevenoaks School, Kent TN13 1HU, including curriculum vitae and names, addresses and telephone numbers of two referees. (0732 455133). (49937) 183424

KENT
TONBRIDGE SCHOOL
MATHEMATICS
Qualified good honours graduate required for September 1987 to teach Mathematics to Oxbridge, A- and O-Level and throughout the school. Ability to contribute to extra curricular activities an added recommendation.
Salary Burnham plus with possibility of accommodation for married or unmarried candidate.
Applications with full curriculum vitae and names and addresses of two referees to the Headmaster, Tonbridge School, Tonbridge, Kent TN9 1JP. (38252) 183424

LONDON (ESSEX)
CHIGWELL SCHOOL
HMC 550 boys/Sixth Form girls
Graduate required from September 1987 to teach Mathematics throughout the School, including Sixth Form. Scale 2 post plus Chigwell Allowance and London Allowance. Accommodation available. Willingness to help with out of school activities essential.
Applications to and details from The Headmaster, Chigwell School, Chigwell, Essex IG7 6QF. Tel: 01-500 2570/1396. (44602) 183424

LONDON SE9
ELTHAM COLLEGE
Grove Park Road, Mottingham, London SE9 4QF
Tel: 01-857 1455
HMC Formerly DG 11-18, Day and Boarding Places for 520 Boys Sixth Form Places for Girls
Required for September 1987, a graduate Master/Mistress to join a flourishing Mathematics Department. Mathematics is a strong and popular subject, with over 70 studying for 'A' level in the Sixth Form. Scale 2 post, plus Outer London Allowance. Help with removal expenses offered. Accommodation on site if required.
Applications with names and addresses of two referees to the Headmaster, Eltham College, Grove Park Road, Mottingham, London SE9 4QF. (44697) 183424

LONDON W6
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent, HMC, 1000 boys)
Required for September 1987 a graduate to teach MATHEMATICS. Salary Burnham on a scale appropriate to experience, plus Latymer and London Allowances. Single accommodation might be available during term time.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (44196) 183424

LONDON W6
THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG
Required for September 1987, a well qualified graduate teacher of MATHEMATICS to join a lively and enthusiastic department. This is a Girls' Independent Day School of 700 pupils with 200 in the Sixth Form. The successful candidate would teach throughout the school to Advanced and Scholarship levels. An ability to offer Applied Mathematics to Advanced Level would be an advantage.
Salary will depend on qualifications and experience.
Apply by letter to the Headmistress at the school with curriculum vitae and the names, addresses and telephone numbers of two referees. Closing date for application is Friday, 20th March. (44972) 183424

MARLBOROUGH
MARLBOROUGH COLLEGE
Required for September 1987, a young, enthusiastic and well-qualified MATHEMATICS teacher, to teach throughout the school to University Entrance level. Effectiveness in the classroom and a willingness to be fully committed to extra-curricular activities are essential.
Salary on Marlborough's own sale. Accommodation available.
Further details from The Master's Secretary, Marlborough College, Wiltshire SN8 1PA (Tel: 0672 55511).
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two or more referees, should reach The Master as soon as possible and by March 18th at the latest. (44675) 183424

MIDDLESEX
THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton TW12 3HF
(600 girls - 11-18 years)
Required in September by an expanding department a FULL-TIME TEACHER OF MATHEMATICS AND COMPUTING. The ability to teach Mathematics to A and S levels is desirable but an interest in the development of Computer Studies throughout the School is of paramount importance.
Salary above Burnham - Scale post available for suitably qualified candidate.
Further details from The Head Mistress at the school to whom applications together with curriculum vitae and names of two referees should be sent. (48398) 183424

NOTTINGHAMSHIRE
RODNEY SCHOOL
Kirklington, Newark NG22 8NB
This I.S.J.C. accredited, co-ed, 8-18+ school requires experienced teacher I.C. Maths at 'A' level and some science to Middle School. Share of boarding duties. Burnham superannuation, separate single or family accommodation available.
Apply with c.v. to Headmaster. (44063) 183424

PORTSMOUTH
PORTSMOUTH GRAMMAR SCHOOL
HMC Independent Day School
Required for September 1987 two graduate MATHEMATICIANS to teach throughout the range 11-18. Two vacancies, due to retirement and promotion, have arisen within the strong department of eight full-time mathematicians. Both posts will involve preparing candidates for GCSE and 'A' levels in Mathematics. It is hoped that in at least one instance the successful applicant will be a recent graduate. Assistance with extra-curricular activities an advantage.
Burnham plus P.G.S. Allowances.
Apply in writing, with full c.v. and names and addresses of two referees, to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN. (35216) 183424

SHROPSHIRE
SHREWSBURY SCHOOL
Mathematician to teach throughout the School required for September, 1987. The post would suit a newly qualified graduate or someone with three or four years' teaching experience. An ability and willingness to help with extra curricular activities will be a strong recommendation.
Accommodation available. Own salary scale.
Applications with C.V. and the names, addresses and telephone numbers of two referees should be sent to the Headmaster, The Schools, Shrewsbury, Shropshire SY3 7BA, from whom further details may be obtained. (44254) 183424

SURREY
CITY OF LONDON FREEMEN'S SCHOOL
Ashtead Park, Surrey
Day and boarding coeducational HMC School - 540 on roll
Graduate assistant MATHEMATICS teacher required for September to teach to GCSE level. Salary above Burnham according to qualifications and experience.
This post could, - (but does not have to), - be combined with that of an Assistant Boys' HOUSEMASTER or Girls' HOUSEMISTRESS with appropriate allowance and Furnished Flat.
Applications forms from the School Secretary - please write or telephone Ashtead (0372) 77933. (46490) 183424

SURREY
EWELL CASTLE SCHOOL
Surrey
360 Boys (Girls in Sixth Form) Day School 11-18
Required for September 1987, A Mathematician to teach through to A Level. The Department is a strong one, and the post would suit either a newly qualified teacher or one moving to a second post. If preferred there would be an opportunity for a small amount of teaching in a second subject. A willingness to help with extra curricular activities would be an advantage.
Salary Scale 1 or 2, plus Outer London Allowance.
Applications with Curriculum Vitae, and names and addresses of two referees to the Headmaster at Church Street, Ewell, Surrey. (44285) 183424

SURREY
ST. GEORGE'S COLLEGE
Weybridge KT15 2QS
Independent school for boys, naming R.C. Member of H.M.C.: 620 pupils from 12 to 18 years: 170 Boarders, 350 Day Boys and 100 girls in the Sixth Form
An enthusiastic graduate required for SEPTEMBER 1987 to teach MATHEMATICS or MATHEMATICS AND PHYSICS. For an experienced or well qualified candidate A-level and Oxbridge work would be available in Mathematics. Ability to assist with or coach games would be an advantage.
Salary according to qualifications plus a St. George's College allowance.
Applications, together with curriculum vitae and names of two referees, should be sent to the Headmaster. (44519) 183424

WARWICK
THE KING'S HIGH SCHOOL FOR GIRLS
Warwick CV34 4HJ
(540 girls, 130 in Sixth Form, of whom 87 are taking A Level Mathematics)
Required for September, 1987 good Honours graduate to share the teaching of Mathematics throughout this (grammar) school to A and S Level. Strong department. Salary Scale 1 or 2 plus Foundation Allowance.
Applications (no forms) [illegible]

WHITGIFT SCHOOL
CROYDON
(875 Boys, HMC)
HEAD OF GERMAN
Required for September 1987
An outstanding opportunity for an able and enthusiastic teacher with a powerful interest in European education to take this subject forward on a parity with French. Good salary and resources offered.
Apply as soon as possible with curriculum vitae and details of two referees to the Headmaster, Whitgift School, Haling Park, S. Croydon, CR2 6YT. For further details write or telephone 01-688 9222. (12711)

BEMBRIDGE SCHOOL, ISLE OF WIGHT
Small, co-educational School, mainly boarding, ages 8-18 requires for September 1987
HEAD OF MODERN LANGUAGES
(French Graduate)
to take responsibility of language teaching throughout the school. French is the principle language taught but opportunities exist to teach other modern languages or Latin.
All teaching staff are expected to take a full part in extra curricular activities. (The School enjoys a superb location with over 100 acres of cliff-top playing fields and woodland with opportunities for sailing and many other outdoor pursuits.)
Willingness to accept boarding house studies would be greatly welcomed. Accommodation available for single man or woman.
Apply with C.V. and name, address and telephone number of two referees to, The Headmaster, Bembridge School, Isle of Wight PO35 5PH. (14620)

WEST YORKSHIRE
SILCOATES SCHOOL
Wrenthorpe, Wakefield WF2 0PD
(HMC: Independent Boys' Boarding and Day School, Sixth Form Girls: 530 pupils from 7-18)
Required for September 1987, a well qualified graduate to teach Mathematics throughout the 11-18 age range, including GCSE and 'A' level work. The post would be suitable either as a first appointment or for someone who already has teaching experience. The successful candidate must be willing to play a full part in the extra-curricular activities of the School.
Salary Burnham Scale according to qualifications and experience.
Application with curriculum vitae and the names of two referees to the Headmaster. (49965) 183424

Modern Languages

Heads of Department

DORSET
CLAYESMORE SCHOOL
Iwerne Minster, Blandford Forum, Dorset DT11 8LL
Coeducational, 340 pupils 13-18
Required for September 1987 an enthusiastic and experienced teacher of French, to head the teaching of the subject throughout the School to A level and Oxbridge entrance. The position of Head of French will be offered to a suitably qualified candidate. Subsidiary teaching in Spanish or German would be available. Assistance with games (boys' or girls') and C.C.F. would be an advantage. For a single person the post could be combined with that of House Tutor for which accommodation will be provided.
Own salary scale above Burnham.
Applications with c.v. and names of two referees to the Headmaster a.s.a.p. (44799) 183611

ISLE OF WIGHT
BEMBRIDGE SCHOOL
Isle of Wight
Small, co-educational School, mainly boarding, ages 8-18 requires for September 1987 HEAD OF MODERN LANGUAGES (French Graduate) to take responsibility of language teaching throughout the school. French is the principle language taught but opportunities exist to teach other modern languages or Latin.
All teaching staff are expected to take a full part in extra curricular activities. (The School enjoys a superb location with over 100 acres of cliff-top playing fields and woodland with opportunities for sailing and many other outdoor pursuits).
Willingness to accept boarding house duties would be greatly welcomed. Accommodation available for single man or woman.
Apply with C.V. and name, address and telephone number of two referees to, The Headmaster, Bembridge School, Isle of Wight PO35 5PH. (44453) 183611

TYNESIDE
CENTRAL NEWCASTLE HIGH SCHOOL
Eskdale Terrace, Newcastle upon Tyne NE2 4DS
G.P.D.S.T.
REQUIRED FOR SEPTEMBER 1987.
FULL-TIME
HEAD OF MODERN LANGUAGES - Burnham Scale 3 or 4 according to qualifications and experience.
Candidates should be prepared to teach French up to their principal subject up to Advanced and Scholarship level, but should preferably be qualified in another language also.
PART-TIME
Enthusiastic MATHEMATICS GRADUATE to teach throughout the school. Scale 1 position. This post is initially for one year only, but could lead to a permanent full or part-time position.
BIOLOGY GRADUATE to teach throughout the school to G.C.S.E. level and if necessary Human Biology to AO level.
This is a permanent, part-time, Scale 1 post.
A knowledge of Physics would be an advantage but is not essential.
Applications together with C.V. and the names and addresses of 2 referees should be sent to the Headmistress within two weeks of the appearance of this advertisement. (44164) 183611

Other Assistants

BIRMINGHAM
EDGBASTON HIGH SCHOOL FOR GIRLS
Westbourne Road, Birmingham B15 3TS
Required for September 1987 French graduate to join a department of four to teach French throughout the school to A and Oxbridge level. An ability to teach Spanish would be an advantage. Applications from experienced teachers and new graduates.
Salary will be on Burnham Scale 1.
The school is situated in a pleasant residential area south of the city centre.
Applications should be [illegible]

INDEPENDENT EDUCATION
continued

BRADFORD
WOODHOUSE GROVE SCHOOL
(HMC Co-educational 560 boys and girls)
Required for September 1987 a person to teach French up to O level, together with some English, Geography or History. Willingness to assist with games or out of school activities an advantage. Accommodation available. Salary according to age and experience (Burnham Scale).
Apply with curriculum vitae and names of two referees to the Headmaster, from whom further details may be obtained.
Apperley Bridge, Bradford BD10 0NR. (44094) 183624

BRISTOL
BRISTOL CATHEDRAL SCHOOL
College Square, Bristol BS1 5TS
Tel: 291872
(H.M.C.: ex-Direct Grant Grammar School; 450 day boys including 107 boys and girls in the Sixth Form)
Wanted from September 1987 a teacher of FRENCH AND GERMAN. The successful applicant will join a very lively bilingual Department, committed to language learning by and for communication. The post is offered at present Burnham Scale 2, but a teacher looking for a first post will also be considered. A willingness to help with boys' or girls' Games will be an advantage.
Applications, with a full curriculum vitae and the names and telephone numbers of two referees, should reach the Head Master by Saturday 21st March. Full details are available. (44504) 183624

DORSET
ST. ANTONY'S-LEWESTON SCHOOL
Sherborne, Dorset DT9 6EN
Girls' Independent Roman Catholic Boarding/Day School 403 girls, 90 in the Sixth Form
Required for September, 1987 RESIDENT TEACHING HOUSEMISTRESS. French and English preferred subject but this is negotiable.
Please apply with full C.V. and names and addresses of two referees to the Headmistress (Mrs P. Cartwright, B.Sc., M.A.) at the school. Further details available. (45228) 183624

KENT
FARRINGTONS SCHOOL
Chislehurst, Kent BR7 6LR
(Methodist Colleges and Schools - 400 girls 3-18 years Boarding and Day Girls)
MODERN LANGUAGES
FRENCH
A French graduate required to teach part-time up to G.C.S.E. and Advanced Levels. New graduates are encouraged to apply; the post could be combined with residential duties as Assistant Sixth Form Housemistress (plus flat).
Apply in writing to the Headmistress giving the names and addresses of two referees. (02955) 183624

LANCASHIRE
LYTHAM ST. ANNES
KING EDWARD VII SCHOOL
Lytham, Lancs. FY8 1DT
Independent grammar school of 620 boys, in membership of H.M.C. and of A.P. Scheme.
Required September: Teacher of FRENCH. The department has a strong record of examination success and the post would suit a well-qualified young person, willing to contribute to the School's extra-curricular activities. Sixth Form work could be available but is not essential to this appointment. An interest in outdoor pursuits (or possibly cricket) may be regarded as an advantage.
Applications by letter (no forms) with c.v. and names of two referees to the Headmaster as soon as possible. (44467) 183624

LONDON W6
THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG
Required for September 1987, a well qualified teacher of FRENCH to join a lively and flourishing department. This is a Girls' Independent School of 700 pupils with 200 in the Sixth Form. The successful candidate would teach throughout the school to Advanced and Scholarship levels and be willing to be involved in exchange visits to France.
Salary will depend on qualifications and experience.
Apply by letter to the Headmistress at the school with curriculum vitae and the names, addresses and telephone number of two referees. Closing date for application is Friday, 13th March. (44290) 183624

OXFORDSHIRE
OXFORD HIGH SCHOOL
G.P.D.S.T.
Belbroughton Road, Oxford OX2 6XA
Tel: (0865) 59888
(600 girls 9-18, 150 in sixth form)
Lively and experienced teacher of SPANISH and FRENCH wanted for September 1987 to be responsible for the development of Spanish teaching in the middle and upper school to A and Oxbridge level and to assist in the teaching of French in a large and successful department. Salary Burnham. Scale 1 or 2 according to experience.
Applications, including names, telephone numbers and addresses of two referees, should be sent to the headmistress as soon as possible. (44984) 183624

SOMERSET
MILLFIELD JUNIOR SCHOOL
See our advertisement under Preparatory Schools, Classics. (44826) 183624

SURREY
REED'S SCHOOL
Cobham, Surrey
H.M.C. 345 boys, mostly boarding
Required for September 1987 a young graduate French specialist to teach throughout the School. A commitment to Defined Objectives is essential as well as a willingness to undertake external activities.
Single accommodation is available in the School.
Applications with curriculum vitae should be made to the Headmaster, in writing, giving the names and addresses of two referees. Previous applicants should not apply. (44852) 183624

WILTSHIRE
STONAR SCHOOL
Cottles Park, Atworth, Melksham, Wiltshire
Independent Girls' School, nine miles from Bath
Required for September 1987, Burnham Scale 1. A good honours graduate to teach French and English. A TEFL Qualification would be an advantage. A level work available for suitable candidate.
Apply by Monday 16th March to the Headmistress at the school, with curriculum vitae and names and addresses of two referees. (49901) 183624

WILTSHIRE
WARMINSTER SCHOOL
(SHMIS, Co-educational Day and Boarding, 440 pupils)
Required for September 1987, a graduate to teach French and German up to 'A' level. A desire to be involved in extra-curricular activities is important. Accommodation is available for a single person. Salary Scale under review, but remuneration will be at least equivalent of Burnham Scale 2.
Apply with C.V. and the names, addresses and telephone numbers of two referees to The Master, Warminster School, Warminster, Wiltshire BA12 8PJ. Tel: (0985) 213038. (44991) 183624

INDEPENDENT SCHOOL VACANCIES for SEPT. '87 include:
BERKSHIRE
Experienced Assistant TEACHER of FRENCH required for leading Catholic Boarding School for Girls. The successful candidate will share teaching throughout the school to O/GCSE level. Some 'A' level and/or A/O French for Business could also be made available. A number of pupils are bi-lingual, making linguistic competence essential. Res/Non-res. Salary: Burnham 1 + London fringe.
HOME COUNTIES
HEAD of SCIENCE (Sc.3) and Assistant TEACHER of SCIENCE (Sc.2) for Girls' Boarding School. Candidates with extensive classroom experience offering either PHYSICS or CHEMISTRY to 'A' level & Oxb. should apply. Single accommodation may be available.
Qualified Teachers should write in the first instance to Mrs. A. Forsyth enclosing a c.v. and the names of two professional referees. (12767)
Q.E.D
EDUCATIONAL RECRUITMENT CONSULTANTS
[illegible] HIGH STREET CHESHAM, [illegible] TEL. 0494 782915

Music

Other Assistants

ISLE OF MAN
KING WILLIAM'S COLLEGE
Isle of Man
(H.M.C., 330 pupils, boarding/day, about to become fully co-educational)
Required for September 1987, DEPUTY DIRECTOR OF MUSIC, to assist in the organisation and activities of a strong Department, including class teaching and G.C.S.E. Willingness to become fully involved in the life of the school essential.
Free board and accommodation in term time for bachelor. Lower income tax. Burnham Scale II.
Applications with full c.v. and two referees to, and further details from, The Principal, King William's College, Castletown, Isle of Man. (Tel: 0624 822551). (44503) 183824

WEST SUSSEX
LAVANT HOUSE SCHOOL
Chichester PO18 9AB
G.S.A. Girls' Boarding & Day, 150 pupils
Required for September 1987 an enthusiastic and well qualified Music Teacher to teach class music throughout the School to GCSE and share in the individual tuition for piano and other instruments. The successful candidate will be expected to develop choral and orchestral music in the School.
Residential accommodation is provided for an applicant willing to combine this post with responsibility for the Sixth Form boarders.
Salary Burnham Scale I.
Letters of application with c.v. and the names of two referees should be sent to the Headmistress from whom further details may be obtained. (44786) 183824

YORKSHIRE
QUEEN MARGARET'S SCHOOL
Escrick Park, York YO4 6EU
(300 girls 11-18 largely boarding)
Full-time musician required for April or September to join a department of three full-time and twelve part-time staff. The work involves teaching class music up to GCSE and A-level and assisting in the very varied activities in this expanding department. Keyboard ability is essential and some piano teaching is required. Applicants should be prepared to participate fully in the musical and non-musical life of the school.
Apply in writing giving the names of two referees to the Headmaster. (35105) 183824

Pastoral

Heads of Department

DORSET
ST. ANTONY'S-LEWESTON SCHOOL
Sherborne, Dorset DT9 6EN
Girls' Independent Roman Catholic Boarding/Day School 403 girls, 90 in the Sixth Form
Required for September 1987 RESIDENT TEACHING HOUSEMISTRESS. French and English preferred subject but this is negotiable.
Please apply with full C.V. and names and addresses of two referees to the Headmistress (Mrs. P. Cartwright B.Sc., M.A.) at the school. Further details available. (02912) 184018

OXFORD
RYE ST ANTONY SCHOOL
(G.S.A.)
Independent R.C. Boarding/Day School 170 boarders
Required September a Resident Senior Housemistress/English teacher, to take overall responsibility for house of 45 girls aged 12-16. English graduate to teach approximately 18 periods. Scaled post according to qualifications and experience. R.C. essential, age 30.
Apply in writing with names of two referees to The Headmistress, Rye St Antony School, Pullen's Lane, Headington Hill, Oxford OX3 0BY. (44383) 184018

Other Assistants

CORNWALL
TRURO HIGH SCHOOL
Falmouth Road, Truro
Independent Day and Boarding School
530 girls aged 5-18, 117 boarders
Required for the summer term 1987. Full time resident assistant housemistress (non teaching) for boarding house of approximately 40 girls aged 8-12. Nursing experience and ability to drive welcome.
Applications with full c.v. and names and addresses of two referees to the Headmistress as soon as possible. (02914) 184024

CUMBRIA
SENIOR HOUSEMISTRESS/TEACHER
Cumbria
ST. ANNE'S SCHOOL
Windermere
We are looking for an experienced and energetic Housemistress with imagination and ideas to help plan the reorganisation of our House system.
The successful applicant will be an enthusiastic teacher who is capable of continuing her academic role with that of a Housemistress.
The post is residential with a two bedroom flat and full board in term time. Salary according to experience.
Please apply in writing enclosing C.V., and the names and addresses of two referees, to the Headmaster, St. Anne's School, Browhead, Windermere, Cumbria LA23 1NW. (44500) 184024

DERBYSHIRE
ST. ELPHIN'S SCHOOL
Darley Dale, Matlock, Derbyshire
Church of England Boarding and Day School for Girls, GSA
Required April, 1987 NON-TEACHING HOUSEMISTRESS to run girls' boarding house of about 50 girls, aged 11-16. Possibility of greatly reduced fees for daughter's boarding education.
Anglican Communicant preferred.
Further details from and applications in writing to the Headmistress as soon as possible. (48387) 184024

GLOUCESTERSHIRE
HATHEROP CASTLE SCHOOL
Cirencester, Glos. GL7 3NB
Independent Boarding - 100 girls aged 11-18
HOUSEMISTRESS wanted with some teaching.
Please apply with curriculum vitae to the Headmaster stating clearly your teaching subjects. (35118) 184024

HERTFORDSHIRE
THE PRINCESS HELENA COLLEGE FOR GIRLS
Requires next term or in September (i) a resident S.R.N. and (ii) a Housemistress or Assistant, teaching Games - Lacrosse essential - or Games combined with Art or Drama.
Salary according to qualifications and experience.
Apply, giving tel. no., if any, and names of referees, to the Headmaster of the College, Temple Dinsley, Preston, near Hitchin SG4 7RT. (44096) 184024

NORWICH
HETHERSETT OLD HALL SCHOOL
Hethersett, Norwich NR9 3DW
GSA 225 girls day and boarding
Required for September 1987.
Sixth Form Tutor to assist in the running and development of a new and growing Sixth Form. An enthusiastic and well qualified graduate in sympathy with the principles underlying this development is sought. The applicant should be able to teach and organise either History or Geography throughout the school.
Salary according to qualifications and experience, plus allowance. Government Superannuation. Resident or non-resident.
Applications with full CV, and names and addresses of two referees to the Headmistress of the school by the 13th March. (35212) 184024

SURREY
THE ROYAL BALLET SCHOOL
White Lodge, Richmond Park, Surrey
(120 Pupils aged 11-16)
RESIDENT HOUSEMOTHER
Required from September, 1987 to be responsible for the Pastoral needs of boarding pupils in this co-educational school. The post is non-teaching and would specifically involve either Junior Girls, Senior Girls or Boys. Single accommodation provided.
Applications with C.V., recent photograph and names and addresses of two referees to The Head of The Lower School, from whom further details are available. (44266) 184024

SWITZERLAND
AIGLON COLLEGE in the SWISS ALPS requires HOUSEMASTER for September - See Overseas Section. (44353) 184024

WEST MIDLANDS
ROYAL WOLVERHAMPTON SCHOOL
Independent, Co-educational Boarding and Day School (11-18) of 350
RESIDENT HOUSEMISTRESS
Required for September 1987 in a boarding house for 35 girls aged 11-18. There is a flat for the Housemistress within the boarding house. There is also a resident House Tutor. The ability to teach a subject in the early years of the school would be an advantage.
Please apply to the Headmaster, The Royal Wolverhampton School, Penn Road, Wolverhampton WV3 0EG with c.v. and the details of two referees. (44688) 184024

Physical Education

Other Assistants

BERKSHIRE
DOWNE HOUSE
Cold Ash, Newbury, Berkshire
Independent Boarding School for 410 girls
Required in September 1987: an additional male or female member of the PHYSICAL EDUCATION staff to take over the management and coaching of Swimming throughout the school. A magnificent 25 metre indoor pool has recently been built as part of the Sports Complex. The post would be coupled with that of Hobbies Organiser to co-ordinate a team of visiting staff, teaching a wide range of activities. An ability to teach Lacrosse or Squash would be an advantage.
Salary according to experience. Resident or non-resident. Mixed staff room.
Applications with a full C.V. and the names, addresses and telephone numbers of two referees should be sent to the Headmistress. (44341) 184218

BRISTOL
QUEEN ELIZABETH'S HOSPITAL
(HMC/ex-DG: 470 boys, day and boarding; 110 in sixth form)
Required for September, 1987 a teacher qualified to teach PHYSICAL EDUCATION in this school with a fine games tradition. Ability to coach rugger and cricket essential. A suitable applicant can expect promotion to Head of Department within 4 terms. Second subject teaching will be required. Accommodation may be available in return for boarding duties.
Full particulars of the School in Independent School Yearbook p.268.
Applications with c.v. and names, addresses and phone numbers of two referees to the Headmaster, Queen Elizabeth's Hospital, Bristol BS8 1JX. (00900) 184224

EAST SUSSEX
ST. BEDE'S SCHOOL
The Dicker, Hailsham
An expanding co-educational boarding and day school - current roll 320
Age range 13-18
We require from September 1987 a fully qualified teacher of P.E. and games. The ability to coach Rugby and/or Soccer or to coach Netball would be welcome. Geography as a second subject would be advantageous but not essential. The post would suit a new entry to teaching but could also suit someone seeking promotion in a second post.
The School has a thriving and varied sporting curriculum and candidates should expect to be involved very thoroughly in extra curricular activities and to be in sympathy with the demands of boarding school life. Residential accommodation is available.
Please apply, in writing, with full c.v. giving the names, addresses and telephone numbers of two referees to The Headmaster. (02921) 184224

GLASGOW
KELVINSIDE ACADEMY
Glasgow
(HMC, day, 700 boys)
A teacher of Physical Education, with the ability to teach general subjects at the P7/S.1 stage. Ability to coach rugby, cricket or athletics would be expected, and willingness to participate in the C.C.F. would be welcome. Salary above the national scale. This is a new appointment.
Applications, with curriculum vitae and names of two referees, to the Rector, Kelvinside Academy, 33 Kirklee Road, Glasgow G12 0SW. (44943) 184224

QUEENSWOOD SCHOOL, HATFIELD
G.S.A. (390 boarding pupils)
requires
HOUSEMISTRESSES
for September 1987
1. To take charge of a House of 56 girls aged 12-16 years.
2. To take charge of a Junior House of 40 girls aged 11-12 years.
3. To take charge of a House newly-created for an expanded LVI Form.
Applicants should be able to offer a teaching subject (P.E., Computer Studies or English would be especially useful) and/or interest in the Duke of Edinburgh Award Scheme and other extra-curricular activities. The posts carry good Burnham Scale salaries plus allowances, pension rights, free board and lodging. The School has a Christian foundation, which applicants should be happy to identify with.
Further details can be obtained from the Headmistress, to whom written applications should be made with a Curriculum Vitae and the names, addresses and telephone numbers of two referees: (closing date for applications 19th March 1987) Queenswood School, Brookmans Park, Hatfield, Herts AL9 6NS (12712)

OXENFOORD CASTLE SCHOOL
Independent boarding school for girls aged 9-18
Required September 1987
A GRADUATE TO BE HOUSEMISTRESS
This is a senior resident appointment requiring a mature and experienced person, with judgement, sense of humour, energy and an understanding of teenage girls. It carries some 12-15 periods of teaching either English or Latin. The successful candidate will share in the management of the school and have particular responsibility for the organisation of extra-curricular activities and the general care, discipline and welfare of girls in the main school. Salary according to SJNC recommendations for secondary schools.
Further information may be obtained from the school. Applications to the Principal by 6th March, enclosing curriculum vitae and names and addresses of two referees.
Oxenfoord Castle School, Pathhead, Midlothian EH37 5UD Tel: Ford (0875) 320241. (13254)

WISBECH GRAMMAR SCHOOL
Graduate required to teach
PHYSICAL EDUCATION
with either History or Science
from 1 September 1987. The PE will include rugby, boys' hockey, cricket and gymnastics.
The School, founded in 1379, is an independent day school for boys and girls aged 11-18.
Extensive courses leading to GCSE and the GCE 'O', 'A' and 'S' Levels together with Oxbridge entrance.
Scale 1 or 2 plus 5-10% according to age. Excellent facilities. Small classes. The work would be most suitable for a young graduate.
Application Forms and details from The Registrar, Wisbech Grammar School, 47 North Brink, Wisbech, Cambs PE13 1JX. (Tel: 0945 583631).

INDEPENDENT EDUCATION
continued

LANCASHIRE
LYTHAM ST. ANNES
KING EDWARD VII SCHOOL
Lytham, Lancs.
Outdoor pursuits and/or cricket as strong subsidiaries: see advertisement under MODERN LANGUAGES. (44468) 184224

LEICESTER
LEICESTER GRAMMAR SCHOOL
Applegate, Leicester LE1 5LB (mixed, selective school of 500 (100) in the sixth form)
BOYS' P.E.
A teacher is required to undertaking the teaching of physical education at the start of the September 1987 term. The P.E. department is staffed by specialists and therefore, the person selected will be expected to participate in all aspects of physical education instruction.
Applications, accompanied by a Curriculum Vitae and the names of two persons to whom reference may be made, should be sent to the Headmaster at the above address. (49978) 184224

LINCOLNSHIRE
STAMFORD SCHOOL
(HMC/IAPS 940 Boys. Boarding and Day 8-18)
Required for September a well qualified P.E. specialist.
We are particularly looking for a good Rugby coach and probably someone to take charge of Athletics but the person appointed would be expected to make a full contribution to the overall teaching of PE and GAMES in the school. We should prefer some classroom teaching but the subject is not of overriding importance.
It would be suitable for a first or a second appointment. A bachelor tutorship in a boarding House would be available to a suitable applicant.
Excellent facilities include 4 squash courts, all-weather pitch, many tennis courts and new Sports Hall.
Applications with C.V. and names, addresses and telephone numbers of two referees to Headmaster, Stamford School, Stamford, Lincs. PE9 2BS. Tel: (0780) 62171. (44979) 184224

LONDON NW11
PE Teacher required four days a week by private girls grammar school in NW London.
Apply with CV to: Beth Jacob Grammar School, 835 Finchley Road, London NW11 8NA. (44989) 184224

LONDON SE9
ELTHAM COLLEGE
HMC Formerly DG 11-18 Day and Boarding Places for 520 boys Sixth Form Places for Girls
P.E. TEACHER
An Assistant P.E. Master is required in this two person P.E. Department. A dynamic, committed person is sought - one who is aware of modern day trends in P.E. and who can also offer Rugby and Cricket or Athletics coaching to a high standard in this School where great store is set by sporting activities. Could well suit someone straight from College.
On site accommodation available, as is assistance with removal expenses.
Salary Scale 2 plus Outer London Weighting.
Please apply as soon as possible to the Headmaster, Eltham College, Grove Park Road, Mottingham, London SE9 4QF. (44244) 184224

NOTTINGHAMSHIRE
RODNEY SCHOOL
Kirklington, Newark NG22 8NB
This I.S.J.C. accredited co-ed. 9-18 yrs School requires for Sept. girls' P.E. teacher with general subject(s) some boarding duties. Burnham, accom., superann.
Apply, with C.V. to Headmaster. (44064) 184224

SOMERSET
MILLFIELD JUNIOR SCHOOL
See our advertisement under Preparatory Schools. (44528) 184224

SURREY
ST. GEORGE'S COLLEGE
Weybridge KT15 2QS
Independent school for boys, mainly R.C. Member of H.M.C.: 620 pupils from 12 to 18 years: 170 Boarders, 350 Day Boys and 100 girls in the Sixth Form
Required for SEPTEMBER 1987 a PHYSICAL EDUCATION SPECIALIST to teach throughout the school which has a strong reputation in Rugby, hockey, cricket, tennis and rowing. Ability to coach, particularly hockey, to a high level would be a strong recommendation. The school has excellent facilities, including a new Sports Hall. The ability to teach an academic subject is expected.
Salary Burnham Scale 1 or 2, according to experience, plus a St. George's College allowance.
Applications, together with curriculum vitae and names of two referees, should be sent to the Headmaster. (44318) 184224

SURREY
THE GROVE SCHOOL
Hindhead
G.S.A./G.B.G.S.A.
Required for September. A well qualified Teacher of PHYSICAL EDUCATION. Candidates with an interest in at least three of the following areas would be particularly welcome: Gymnastics, Athletics, Tennis, Netball and Hockey.
Applications together with a Curriculum Vitae, and the names of two referees to The Headmaster. (35258) 184224

Religious Education

Heads of Department

HERTFORDSHIRE
ST ALBANS HIGH SCHOOL
Townsend Avenue, St Albans, Herts. AL1 3SJ
Church of England Day School
480 girls 11-18 (100 in Sixth Form)
HEAD OF RELIGIOUS STUDIES SCALE 3
Required for September 1987, an experienced and enthusiastic graduate teacher to take charge of the Religious Studies department and to teach throughout the Senior School to GCSE A & S levels. Readiness to contribute to inter-disciplinary general studies and social education essential. Willingness to share in Community Service projects woulod be a recommendation.
Further particulars are available from the Headmistress to whom applications should be sent in writing with full cv, names and addresses of 2 referees. Tel: (0727) 53800.
Candidates who applied for the previously advertised Scale 2 post need not re-apply, but will automatically be considered. (44069) 184418

DORSET
ST. ANTONY'S-LEWESTON SCHOOL
Sherborne, Dorset DT9 6EN
Girls, R.C. Independent, Boarding/Day School (GBGSA/GSA), 11-18, 403 girls, 90 in the Sixth Form
Required for September 1987 a GRADUATE TO TEACH RELIGIOUS STUDIES to 'O' level. Possibility of 'A' level work for a suitably experienced and qualified candidate. Applicants should be practising Roman Catholics.
Applications in letter form with CV and the names, addresses and telephone number of two referees to The Headmistress (Mrs P. Cartwright, B.Sc., M.A.) at the school. (44900) 184424

LONDON E17
FOREST SCHOOL
London E17 3PY
(Epping Forest area)
Independent (HMC) - 400 boys
Preparatory (IAPS) - 400 boys
Girls' School - 300 girls
Co-educational Sixth Form
Good graduate (experienced teacher or possible new entrant) required for September 1987 to teach RELIGIOUS STUDIES from 11-18 including GCSE, 'A' and Oxbridge levels. Ability to assist with games and other activities an advantage. Salary up to Scale 3. Outer London allowance will be dependent upon qualifications and experience.
Assistance with accommodation may be possible.
Apply with c.v. and names of 2 referees to the Warden, Forest School, near Snaresbrook, London E17 3PY, from whom further details are available. (44435) 184424

Other Assistants

LONDON NW1
MARIA FIDELIS CONVENT SCHOOL
34 Phoenix Road, London NW1 1TA
Tel: 01-387 3856
Required from September 1987.
Applications are invited from committed Catholics for the permanent post of Scale 1 teacher for Religious Studies.
The school is conveniently situated within a few minutes walk of both Euston and King's Cross stations.
Application form available from the Headmistress: Sister Fidelis Gaine, F.C.J. (44803) 184424

MANCHESTER
THE MANCHESTER GRAMMAR SCHOOL
Manchester M13 0XT
Required for September 1987 a graduate to teach Religion and Philosophy in a Department with extensive O and A Level commitments. Candidates should have a good Honours Degree, with training in Philosophy being desirable. Ideal for first appointment. The School has its own salary scale.
Applications, with full curriculum vitae and the names of two referees should be sent to the High Master. Closing date: 25th March 1987. (44868) 184424

Science

Heads of Department

BEDFORDSHIRE
RUSHMOOR SCHOOL
Bedford
Required for September 1987, a well-qualified teacher for Physics and Computing, to take charge of the subjects to 'O' level, together with some Junior Chemistry. Fully equipped computer room with 14 BBC B's, on an Econet 2 network.
Applications in writing, with full c.v., and names and addresses of two referees, to: The Headmaster, Rushmoor School, 58/60 Shakespeare Road, Bedford MK40 2DL. (44564) 184818

SURREY
CLAREMONT FAN COURT SCHOOL
Claremont Drive, Esher, Surrey KT10 9LY
An independent, co-educational day and boarding school with 535 pupils in the Middle and Senior Schools. All boarders attend the Christian Science Sunday School
Due to the present holder being appointed to a Headship, we require from September 1987 an experienced graduate as HEAD of CHEMISTRY to teach up to university entrance standard.
Salary based on Burnham Scale 2 with Surrey Allowance. Government Superannuation.
Application forms should be obtained from the Principal. (35259) 184818

BERKSHIRE
A Teacher of Physics and Electronics will be required in an Independent Co-Educational School to commence in September 1987. The person appointed will be required to teach mainly in the age range 11 to 16 including the preparation of candidates for GCSE examinations, but there would also be an opportunity for sixth form teaching in Physics.
Salary would be paid according to Burnham Scale 1 or 2 in the first instance depending upon qualifications and experience and subject to any re-structuring of salaries which may be introduced before September.
Residential accommodation could be provided, although residence is not a requirement of the post.
Applications which should include curriculum vitae and the names and addresses of two referees should be addressed to the Headmaster, Licensed Victuallers' School, Brunel Way, Slough, Berkshire SL1 1XP. (44454) 184824

BIRMINGHAM
KING EDWARD VI HIGH SCHOOL FOR GIRLS
Edgbaston Park Road, Birmingham B15 2UB
Tel: 021-472 1834
GSA School, 530 girls 11-18, 150 in Sixth Form
Required for September 1987 good honours graduate to share in the teaching of PHYSICS throughout the school to advanced level and to assist with junior chemistry. The school has a strong science tradition.
The school has its own salary scale and for a suitably qualified and experienced candidate this post could carry a special responsibility allowance but applications will also be welcome from those starting their teaching career.
The school is situated in the pleasant suburb of Edgbaston near to Birmingham University.
Further details may be obtained from the Headmistress to whom applications should be addressed as soon as possible. (02904) 184824

Other Assistants

BRISTOL
BRISTOL GRAMMAR SCHOOL
H.M.C., Ex. Direct Grant, Co-educational, 1,000
BIOLOGY TEACHER
Required for September, 1987.
We are looking for a well-qualified, enthusiastic specialist to join a flourishing department. (excellent facilities).
Willingness to help with extra-curricular activities will be essential.
Salary - Burnham Scale 1 equivalent.
Further details from the Headmaster, to whom application should be made, together with c.v. and names of 3 referees, as soon as possible.
Bristol Grammar School, University Road, Bristol BS8 1SR. Tel: Bristol (0272) 736006. (44823) 184824

ITALY
ROME
Well qualified Chemistry Teacher required for September 1987.
See Overseas Appointments for details. (44370) 184824

TRENT COLLEGE

(HMC, 590 pupils 11-18 of whom 320 are boarders, 230 in co-educational VI Form)

Required for September 1987

EXPERIENCED RUGBY COACH

to take charge of Rugby and coach the 1st XV. The applicant should be able to coach rugby to top schoolboy level and should state the teaching subject(s) offered.

Applications with Curriculum Vitae and the names of two referees to
The Headmaster,
Trent College,
Long Eaton,
Nottingham, NG10 4AD.

(12721)

THE HABERDASHERS' ASKE'S SCHOOL
ELSTREE, HERTS.
WD6 3AF

Required for September 1987, a well-qualified and enthusiastic graduate to teach PHYSICS throughout the school to Oxbridge entry level and to be HEAD OF ELECTRONICS within the Science Department.

The stimulating academic environment and excellent facilities, including a separate well-equipped electronics laboratory, will provide many opportunities for the development of individual talents. Burnham Scale 3 available with good London Allowance, Government superannuation and other benefits.

Please telephone the Headmaster's Secretary (01-207 4323), for further details.

(12731)

ST. DUNSTAN'S COLLEGE
Catford, London, SE6 4TY
(HMC Independent Day School for Boys aged 7 - 19)

Required for **September 1987**
2 graduate Scientists to teach
CHEMISTRY and
PHYSICS

respectively, up to and including A-level, but with the opportunity for some Integrated Science teaching with younger boys.

A willingness to be fully involved with extra-curricular activities a strong recommendation. Own salary scale above Inner London Burnham; for a suitably qualified and experienced person the appointment would be related to Scale 2/3, but new entrants to teaching would be seriously considered.

Further details of each post obtainable from the Headmaster to whom application should be made, enclosing c.v. and naming two referees, by 16th March 1987.

(12727)

ESSEX
FELSTED SCHOOL

CHAPLAIN

Applications are invited for the post of Chaplain which falls vacant in September 1987. Felsted is a Church of England Foundation and has its own Preparatory school. Ability and a willingness to help with extra-curricular activity would be an advantage.

Accommodation available.

Felsted salary scale, with responsibility allowance.

Further details are available from, and applications, giving the names of two referees, should be sent to, the Headmaster, Felsted School, Dunmow, Essex CM6 3LL.

Applications should be submitted as soon as possible.

(12760)

BANCROFT'S SCHOOL
Woodford Green,
Essex IG8 0RF
Independent. Coed. 700 pupils HMC

Required for September 1987 or if possible April 1987, a graduate to teach Chemistry at all levels throughout the School and to join a thriving and energetic department with a fine record of A Level and university entrance success. The post will suit an able and enthusiastic teacher willing to be involved in the full range of school life. Salary on Burnham Scale according to experience; substantial reductions for the education of children of staff and other fringe benefits. Letter of application with curriculum vitae and names of two referees to the Head Master. Further particulars, available on request, will be sent to all applicants.

(12728)

1487

STOCKPORT GRAMMAR SCHOOL

Independent HMC

Founded 1487

1,010 boys and girls 11 to 18

Required for September 1987 Honours Graduate to teach

PHYSICS

to Advanced Level and beyond in an exceptionally strong department with good facilities.

Salary according to age and experience and Burnham plus scale. A willingness to play an active part in the extra curricular activities will be a strong advantage.

Please apply by letter to the Headmaster, Stockport Grammar School, Buxton Road, Stockport, Cheshire SK2 7AF enclosing a full curriculum vitae giving details of extra curricular interests and the names of two referees. Information on Stockport Grammar School and the vacancy will be forwarded.

(12691)

INDEPENDENT EDUCATION
continued

CHESHIRE
MOSTYN HOUSE SCHOOL
Parkgate, S. Wirral L64 6SG
Required for September, a GRADUATE SCIENTIST to work with the Head of Science in the development of integrated Science courses throughout the Senior School and to teach one individual science to G.C.S.E. level. The School has recently opened three new laboratories specifically designed for 16 teaching.
The School is a well known IAPS co-educational day school which in 1985 opened its own senior school to 16. Numbers are expanding rapidly and ability to teach ages 10 to 16 is essential. Ability to help with extra-curricular activities or games a definite advantage.
Applications in writing with telephone number, c.v. and names of two referees to the Headmaster. (49985) 184824

CROYDON
TRINITY SCHOOL
Croydon
(Independent. HMC. 775 boys)
The school hopes to appoint for September 1987 an enthusiastic and well qualified teacher for MIDDLE SCHOOL SCIENCE. It is hoped that the successful candidate will be able to develop one subject to GCSE level, and to be able to teach at least one other science or Maths. Preference will be given to candidates able to make a significant contribution to a major extra-curricular activity.
The salary scales are above the national ones and financial assistance is available for removal expenses. There is the possibility of accommodation.
Applications (no forms) with the names of two referees, to the Headteacher, Trinity School, Shirley Park, Croydon CR9 7AT. (35305) 184824

HAMPSHIRE
KING EDWARD VI SCHOOLP
Southampton
(HMC: 900 Pupils, 250 in Coeducational Sixth Form)
Required for September 1987. TEACHER OF PHYSICS. Scale 1 post. Full particulars from the Head Master, Mr C. Dobson, at the School, Kellett Road, Southampton SO9 3FP, to whom applications (no forms) should be sent, together with the names and addresses of two referees to reach the School as soon as possible. (44473) 184824

HARROW ON THE HILL
PHYSICS
HARROW SCHOOL
Harrow on the Hill
Required for September 1988 a well qualified graduate to teach Physics at all levels. Scope for development, particularly in expanding electronics. Modern, well-equipped buildings.
Own salary scale and accommodation.
Applications, with full curriculum vitae and names of two referees, to the Head Master, 1 High Street, Harrow on the Hill, Middlesex. (00876) 184824

HERTFORDSHIRE
ST ALBANS HIGH SCHOOL
Townsend Avenue, St. Albans, Herts. AL1 3SJ
Church of England Day School
480 girls 11-18 (100 in Sixth Form)
BIOCHEMIST
Required for September 1987 graduate to teach Junior Integrated Science: Chemistry and Biology to GCSE and either of these subjects (candidates should indicate which) to Advanced level.
This is intended for a first appointment but a Scale 2 post is available for a suitably qualified applicant and might be available following a probationary year. Post carries London Fringe Allowance and Government Superannuation.
Application by letter with full cv and names, addresses & telephone numbers of 2 referees should be sent as soon as possible to the Headmistress, from whom further particulars are available (Tel: (0727) 53800). (44116) 184824

ISLE OF MAN
KING WILLIAM'S COLLEGE
Isle of Man
(H.M.C., 330 pupils, boarding/day, about to become fully co-educational)
Required for September 1987, a teacher of SCIENCE to the Middle School. A well-qualified candidate would also have the opportunity to teach his/her specialist subject to the highest level. Willingness to become fully involved in the life of the school essential.
Free board and accommodation in term time for single person. Low income tax. Burnham Scale II.
Application with full c.v. and two referees to, and further details from, The Principal, King William's College, Castletown, Isle of Man. (Tel: 0624-822551). (49966) 184824

KENT
SEVENOAKS SCHOOL
Co-educational, 900 students with a Sixth Form of over 400, requires for September 1987 a man or woman graduate
CHEMIST
to join a large and active department which is shortly to be rehoused in a new Science, Electronics & Computing complex. The successful applicant will be expected to teach up to Oxbridge level and could be seeking either a first or second teaching appointment. A willingness to be involved in extra-curricular activities would be an advantage.
Salary well above Burnham. Accommodation available.
Applications, including the names, addresses and telephone numbers of two referees, to the Headmaster, Sevenoaks School, Sevenoaks, Kent TN13 1HU. Tel: (0732 455133). (49971) 184824

KENT
FARRINGTONS SCHOOL
Chislehurst, Kent BR7 6LR
(Methodist Colleges and Schools - 400 girls 3-18 years Boarding and Day Girls)
CHEMISTRY
Required for September 1987 a graduate teacher of Chemistry to join a thriving and successful department. The person appointed would be responsible for the teaching of Chemistry to G.C.S.E. and Advanced levels and would also participate in the teaching of Junior Integrated Science. (Possible scale post for a suitably experienced candidate but new entrants are also encouraged to apply). Possibility of accommodation in return for House duties.
Apply in writing to the Headmistress giving the names and addresses of two referees. (02933) 184824

LIVERPOOL
MERCHANT TAYLORS' SCHOOL
Crosby, Liverpool L23 0QP
(Independent Boys' Day School: H.M.C.: 684 pupils aged 11-18)
There will be a vacancy in September 1987 for a graduate teacher of Chemistry to join a thriving and successful department. The person appointed would be expected to teach the subject at all levels in the School and to play a full part in games and/or other extra curricular activities. A Scale 2 post is available for a suitably experienced candidate but new entrants to the profession are also encouraged to apply.
Applicants should send a detailed curriculum vitae together with names and addresses of two referees to the Headmaster as soon as possible. (44127) 184824

LIVERPOOL
THE BELVEDERE SCHOOL
G.P.D.S.T.
17 Belvidere Road, Liverpool L8 3TF
(G.S.A. School)
Required for September, 1987, a well qualified Graduate to teach CHEMISTRY throughout the school, up to and including G.C.S.E. and Advanced Level. An ability to teach Computer Studies and/or General Science would be an advantage.
Please apply in writing, enclosing a full curriculum vitae, the names and addresses of two referees and a stamped, addressed envelope to the Head Mistress. (44199) 184824

LONDON E17
FOREST SCHOOL
London E17 3PY
(Epping Forest area)
HMC: IAPS
Independent - 400 boys
Preparatory - 400 boys
Girls School - 300 girls
Co-educational Sixth Form
Required for September 1987 a graduate to teach BIOLOGY to all levels in the School, in a strong and expanding department.
Applicants should be willing to be involved in extra-curricular activities and an interest in games would be an advantage.
Enhanced Burnham salary (and Outer London allowance) negotiable according to experience. Subsidised accommodation possible.
Apply with c.v. and names of 2 referees to the Director of the Senior School, from whom further details are available. (44702) 184824

LONDON E17
FOREST SCHOOL
London E17 3PY
(Epping Forest-area)
HMC: IAPS
Independent - 400 boys
Preparatory - 400 boys
Girls School - 300 girls
Co-educational Sixth Form
Required for September 1987 a graduate to teach BIOLOGY to all levels in the School in a strong and expanding department.
Applicants should be willing to be involved in extra-curricular activities and an interest in games would be an advantage.
Enhanced Burnham salary (and Outer London allowance) negotiable according to experience. Subsidised accommodation possible.
Apply with c.v. and names of 2 referees to the Director of the Senior School, from whom further details are available. (44791) 184824

LONDON E17
FOREST SCHOOL
London E17 3PY
(Epping Forest area)
HMC: IAPS
Independent - 400 boys
Preparatory - 400 boys
Girls' School - 300 girls
Co-educational Sixth Form
Required for September 1987 a graduate to teach CHEMISTRY to all levels in the School in a strong and expanding department.
Applicants should be willing to be involved in extra-curricular activities and an interest in games would be an advantage.
Enhanced Burnham salary (and Outer London allowance) negotiable according to experience. Subsidised accommodation possible.
Apply with c.v. and names of 2 referees to the Director of the Senior School, from whom further details are available. (00882) 184824

LONDON SE21
SCIENCE
DULWICH COLLEGE PREPARATORY SCHOOL
London SE21
(I.A.P.S. - 740 boys age 3-13)
There is required in September an enthusiastic young person to teach Science, Technology and possibly some Maths in the 9-13 age group. The School has two Science Laboratories and a well equipped Computer Room; it has exceptional facilities and excellent working conditions which together provide an attractive environment in which to work.
Candidates should be prepared to play a part in out-of school activities and possibly take games once a week.
Above Burnham with Inner London Allowance. Government Superannuation.
Apply with c.v., giving telephone number, to the Headmaster, 42 Alleyn Park, Dulwich SE21 7AA. (48985) 184824

LONDON SE21
DULWICH COLLEGE
Required for September 1987, two graduates to teach Physics to all levels in the school, joining a department of 11 specialists.
Dulwich has its own salary scales which are above Burnham. Placement on them will be according to age and experience. Accommodation may be available if required.
The College offers much by way of games and other extra-curricular activities in which willingness to help will be appreciated.
Applications by letter to the Master enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees. Further particulars will be sent to all applicants. (44256) 184824

LONDON SE26
PART TIME SCIENCE TEACHER
Required for September 1987 to teach either Physics or General Science. Possibility of some examination work. Burnham Scale 1 plus Inner London Allowance.
Please apply in writing to the Headmistress, 19 Westwood Hill, London SE26 6BL enclosing c.v. and names and addresses of two referees. (44157) 184824

LONDON SE21
DULWICH COLLEGE
London SE21 7LD
Required for September, 1987, a suitably qualified person to teach science subjects, preferably with some Mathematics, to boys aged 8 to 13. Some work with older boys would be available for a graduate.
Dulwich has its own salary scales, in excess of Burnham, placement on which will be according to age and experience. It is possible that accommodation could be offered if required.
The College offers much by way of games and other extra-curricular activities, where willingness to help will be appreciated.
Applications by letter to the Master enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees.
Further particulars will be sent to all applicants. (35084) 184824

MARLBOROUGH
MARLBOROUGH COLLEGE
Required for September 1987, a young, enthusiastic and well-qualified PHYSICIST, to teach Physics throughout the school to University Entrance level. The large department has an extremely high standard of equipment and technical support and works in close co-operation with the newly opened Technology Centre. The successful candidate is likely to be a man or woman seeking a first or second teaching appointment. Strong candidates from outside the educational world will be at no disadvantage. Effectiveness as a teacher and a willingness to be fully involved in extra-curricular activities are essential. Salary on Marlborough's own scale. Accommodation available.
Further details from The Master's Secretary, Marlborough College, Wiltshire SN8 1PA (Tel: 0672 55511).
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two or more referees, should reach The Master as soon as possible and by March 18th at the latest. (44673) 184824

NORTH YORKSHIRE
AMPLEFORTH COLLEGE
A graduate PHYSICIST is required for September 1987 to join a strong Department and to teach throughout the School up to 'A' level. The School has well-equipped laboratories and modern Electronics, CDT and Computing facilities. A willingness to play a full part in the life of a boarding community by helping with extra-curricular activities, games etc. is essential. An ability to take responsibility for Electronics in the CDT Department would be particularly welcome.
Apply with full curriculum vitae and names and addresses of three referees to: The Headmaster, Ampleforth College, York YO6 4ER, from whom further details may be obtained. (00880) 184824

PERTHSHIRE
GLENALMOND COLLEGE
(HMC: 390 boys: all boarding)
CHEMISTRY with BIOLOGY
Required for September 1987, an able GRADUATE to teach CHEMISTRY at G.C.S.E., S.C.E. 'Higher' and 'A' level. Opportunity for good share of Sixth Form teaching, with Oxbridge work and 'S' level for the right candidate. Subsidiary BIOLOGY useful, with surroundings ideal for field-work. Ability to contribute strongly to extra-curricular activities an asset.
Free single or married accommodation provided. Glenalmond salary scale above Burnham or Teviot.
Please apply with C.V. and names, addresses and telephone numbers of two or more referees to the Warden, Glenalmond College, Perthshire PH1 3RY from whom further details can be obtained. (44190) 184824

PERTHSHIRE
STRATHALLAN SCHOOL
H.M.C.: 350 boys: 100 girls: boarding
Required for Sept. '87 TWO suitably qualified persons to teach PHYSICS and/or CHEMISTRY in expanding departments. Large Sixth Form with 'A' level and Scottish Higher teaching available to suitable applicants. Experience not essential.
Applicants should write with the names of two referees and telephone no. to Headmaster, Strathallan School, Perth PH2 9EG. (44995) 184824

SOUTHAMPTON
THE GREGG SCHOOL
Winn Road, Southampton SO2 1EJ
N.O.R. 360
11-16 (mixed)
Experienced full-time teacher of CHEMISTRY required for September 1987. The ability to teach some PHYSICS would be an advantage.
Please apply in writing, with the names of two referees, to the Headmaster. (44787) 184824

SUFFOLK
FRAMLINGHAM COLLEGE
Woodbridge, Suffolk IP13 9EY
H.M.C. - boarding - co-educational - 500 pupils
Required for September 1987, a graduate to teach Biology to G.C.S.E. and 'A' level with some Chemistry or Physics or General Science. Willingness to play a full part in boarding school life essential. Possibility of House Tutorship. Own salary scale.
Write with curriculum vitae and names of two referees to the Headmaster. (02947) 184824

SURREY
ST. GEORGE'S COLLEGE
Weybridge KT15 2QS
Independent School for boys, mainly R.C. Member of H.M.C., 620 pupils from 12 to 18 years: 170 Boarders, 350 Day Boys and 100 girls in the Sixth Form
An enthusiastic graduate required for SEPTEMBER 1987 to teach MATHEMATICS or MATHEMATICS AND PHYSICS. For an experienced or well qualified candidate A-level and Oxbridge work would be available in Mathematics. Ability to assist with or coach games would be an advantage.
Salary according to qualifications plus a St. George's College allowance.
Applications, together with curriculum vitae and names of two referees, should be sent to the Headmaster. (44320) 184824

SURREY
CLAREMONT FAN COURT SCHOOL
Claremont Drive, Esher, Surrey KT10 9LY
An independent, co-educational day and boarding school with 535 pupils in the Middle and Senior Schools. All boarders attend the Christian Science Sunday School.
Required for September 1987.
An experienced graduate to share the teaching of BIOLOGY up to GCSE together with some 'A' Level work, in addition to INTEGRATED SCIENCE in the Middle School.
Salary, based on Burnham Scale, according to qualifications and experience. Surrey Allowance and Government Superannuation.
Application forms should be obtained from the Principal. (35260) 184824

SUSSEX
WADHURST COLLEGE
Wadhurst, East Sussex TN5 6JA
Boarding and Day school of evangelical Anglican foundation for 250 girls aged 9-18
A SCIENCE graduate required to teach CHEMISTRY to 'A' level and GSCE plus a second subject. Contribution to extra-curricular activities and willingness to be resident strong recommendation. Salary Burnham Scale according to qualifications and experience.
Please apply with full c.v. and names of two referees to the Headmistress. (02923) 184824

TYNESIDE
ROYAL GRAMMAR SCHOOL
Newcastle-upon-Tyne
Independent. HMC. Assisted Places
1000 boys with 300 in Sixth Form
Wanted for September 1987 a specialist in
ELECTRONICS
to give a lead within a well-established A-level course in Technology (involving wide-ranging project work) and to offer additionally PHYSICS in the middle school. Part-timers offering Electronics and Physics respectively will be considered. The Technology tradition in the School has been strong for a decade with two winning entries in the Young Scientist of the Year. Salary on Burnham Scale 2 or equivalent.
Further details available from the Headmaster, Royal Grammar School, Eskdale Terrace, Newcastle upon Tyne NE2 4DX, to whom applications with curriculum vitae and the names of two referees should be sent by March 17th. (48396) 184824

WILTSHIRE
GODOLPHIN SCHOOL
Salisbury
(Independent Boarding and Day School for 320 girls aged 11-18)
Required for September 1987 enthusiastic graduate to be responsible for the development of science courses in the lower school. Ability to teach chemistry and/or physics to GCSE level essential. 'A' level work is available for a suitable candidate. Burnham Scale II.
Candidates should submit a letter of application and full curriculum vitae together with the names, addresses and telephone numbers of two referees to the Headmistress, Godolphin School, Salisbury. (44153) 184824

Social Studies

Other Assistants

SURREY
HURTWOOD HOUSE SCHOOL
Required September 1987, a young experienced teacher offering a combination of Law and Business subjects.
Apply Box No. 00677 Priory House, St John's Lane, EC1M 4BX, with C.V. Further details will be sent on receipt of applications. (44189) 185024

Other than by Subject Classification

Other Assistants

ITALY
Requires for September 1987 well qualified teachers for the following posts. Primary, Humanities/History, Chemistry.
See Overseas appointments for details. (43369) 185624

LONDON N6
CHANNING SCHOOL
Highgate, London N6
Independent day school for girls about 425 girls: 5-18 years
Required for Maternity Leave cover from 1st JUNE 1987 - teacher of HISTORY/GEOGRAPHY. 20 periods a week initially.
Burnham Scale, maximum London Allowance. Government Superannuation.
For further details please telephone the School Office: 01-340 2328.
Applications with the names and addresses of two referees should be sent as soon as possible to: The Headmistress, Channing School, Highgate, London N6 5HF. (44930) 185624

QUEEN ELIZABETH GRAMMAR SCHOOL, WAKEFIELD
HMC : GBA : 730 ON ROLL — 190 IN 6TH FORM

Required for September 1987 a well qualified graduate to teach

PHYSICS

to all levels in a large and successful department. An ability to help with Games and/or extra-curricular activities a strong recommendation. Salary according to qualifications and experience.

Applications by Monday 16 March, to the Headmaster, Queen Elizabeth Grammar School, Northgate, Wakefield WF1 3QY, West Yorkshire, enclosing a full c.v. and the names, addresses and telephone numbers of two referees.

Further details available on request.

(13058)

Newcastle-under-Lyme School

HMC 600 boys : GBA 600 girls

HEAD OF MATHEMATICS
Scale 4

Required from September 1987 a good honours graduate to lead this large and successful department. 'Step' and 'S' level teaching essential. 300 in sixth form (120 'A' level mathematicians). Administrative experience desirable; knowledge of curriculum development and examination changes essential. A contribution to the extra-curricular life of the school will be an advantage.

HEAD OF P.E. (BOYS)
Scale 3

Qualified, experienced P.E. teacher required for September. Rugby or hockey to national or county level will be an advantage with good coaching experience and qualifications. Opportunities for C.C.F. and a range of games and activities.

Applicants for both posts write to: The Principal, Mount Pleasant, Newcastle-under-Lyme, Staffordshire ST5 1DB, enclosing C.V. and the names and addresses of two referees by 27th March.

(14594)

INDEPENDENT EDUCATION
continued

SPAIN
KING'S COLLEGE
Madrid, Spain
Please see block advertisement in Overseas Appointments Section. (49944) 185624

SURREY
NOTRE DAME SENIOR SCHOOL
Burwood House, Cobham, Surrey
Independent School, requires from September next:-
a) Full-time experienced graduate to teach English to 'A' level.
b) Full-time experienced graduate of the R.S.M. to be Head of Department to teach Music to 'A' Level, able to take Orchestra: (Strings and some woodwind desirable) competent pianist. Ability to offer another subject would be advantageous.
c) Full-time qualified graduate who is a practising Roman Catholic to teach religious education at all levels throughout the school. The ability to offer a subsidiary subject would be advantageous.
Burnham Scale.
Applications in writing to the Headmistress with curriculum vitae and addresses of two referees. (48856) 185624

SURREY
ST. MICHAEL'S
Limpsfield, Oxted, Surrey RH8 0QR
Independent Boarding and Day School for Girls 3-18
Required for September 1987:
(a) Full-time HISTORY teacher to 'A' level and Oxbridge, to teach History throughout the secondary school.
(b) Part-time teacher of ECONOMICS at Sixth Form level - about one-third of a full-time programme.
Accommodation is available for women staff in return for some boarding duties.
(c) Full-time Housemistress for the senior school, to share the care and welfare of 90 boarders with three other resident staff. Free accommodation and meals during term time plus salary. This post could be combined with either of the above for a suitable applicant.
Please write, giving full c.v. and two referees, to the Headmaster. (00884) 185624

WILTSHIRE
GRITTLETON HOUSE Independent Co-Educational day School requires September 1987, teacher of Boys Games and History to G.C.S.E. level.
Further details from: The Headmaster, Grittleton House School, Grittleton, Nr. Chippenham, Wiltshire SN14 6AP. Tel: (0249) 782434. (48935) 185624

YORKSHIRE

ACKWORTH SCHOOL
West Yorkshire

Independent Quaker co-educational boarding and day, 8-18

GRADUATE STUDENTSHIPS Art/Crafts and Drama

Women or men seeking time and space after graduation are invited to consider the possibility of spending a year at Ackworth. Students will be provided with board in term time, accommodation throughout the year and a modest honorarium in return for help with pupils' workshops held outside classtime.

There will be plenty of time available for students to use the School's splendid facilities to further their own professional work and interests.

Details from the Head, Ackworth, Pontefract, West Yorkshire WF7 7LT. Tel: (0977 611401). (44933) 185624

Preparatory Schools

Headships

MIDDLESEX

ST. DAVID'S SCHOOL FOR GIRLS
Ashford, Middlesex

Independent day and boarding 5-18 yrs. Founded 1716

Required for September 1987.

HEAD OF JUNIOR SCHOOL

Present roll 90 pupils (aged 5-11 yrs.) with plans to expand.

The chosen candidate will be expected to demonstrate initiative in commitment to the expansion project and will be a member of the whole School Management team.

Breadth of interests and professional experience are sought and salary will be commensurate, based on Burnham or its substitute.

Letters of application, with C.V. and at least two referees (with Tel. Nos.) by Monday March 16th to: The Clerk to the Governors, St. David's School for Girls, Church Road, Ashford, Middx. TW15 3DZ. (35132) 200010

SURREY
DOWNSIDE LODGE PRE-PREPARATORY SCHOOL (IAPS)
Purley
(Boys 3½ to 7½)
Required for September 1987, a qualified teacher to be responsible for the day to day running of the Pre-preparatory school and to teach one of the classes.
Salary Scale 2. London Allowance.
Apply in writing with curriculum vitae and two referees to the Headmaster, Downside School, 1 Woodcote Lane, Purley, Surrey CR2 3HB. (44783) 200010

Remedial and Special Needs Teaching Posts

Other Assistants

KENT
EAST COURT SCHOOL FOR DYSLEXICS
Computer/Mathematics teacher required for September, at East Court, a nationally known school for children having specific learning difficulties (dyslexia), in the 8-13 age range. The post is for teaching Computer Studies throughout the school, and some mathematics teaching. An ability to help in other subjects (including games) would be advantageous.
Further details may be obtained from The Principals, East Court School, Victoria Parade, Ramsgate, Kent CT11 8ED. Closing date for applications 28th March 1987. (44792) 201024

SOMERSET
MILLFIELD JUNIOR SCHOOL
Edgarley Hall, Glastonbury, Somerset BA6 8LD
Tel: Glastonbury (0458) 32446
Co-Educational. 460 pupils aged 7-13. Boarding and Day
REQUIRED FOR SEPTEMBER 1987
Full-time tutor of Remedial English to teach bright children with specific learning difficulties. Qualifications and experience in teaching dyslexics an advantage. Ability and willingness to be involved in the extensive games and activities programme essential. The post may be resident or non-resident.
Please apply with c.v. and names of two referees to the Headmaster, from whom further details may be obtained. (44522) 201024

By Subject Classification

Art and Design

Other Assistants

ESSEX
BRENTWOOD PREPARATORY SCHOOL
Middleton Hall, Brentwood, Essex CM15 8EQ
Boarding/Day: IAPS: 225 boys 7-12
Part/Full time ART/CRAFT teachers required for April/September 1987 to take over a flourishing department - plenty of scope for talent and initiative.
Salary according to the Brentwood Scale.
Applications in writing with the names, addresses and telephone numbers of THREE referees to the Headmaster from whom further details may be obtained. (44441) 201224

OXFORDSHIRE
DRAGON SCHOOL
Oxford
(IAPS)
635 boys and girls
A fully qualified, young teacher is required in September 1987 to teach Art, with a particular emphasis on drawing and painting. Somebody with experience is required, but applications from candidates finishing their training may be considered. Salary based on Dragon teaching scale, according to experience.
Please apply in writing, including curriculum vitae and the names and addresses of two referees, to: The Headmaster, Dragon School, Bardwell Road, Oxford OX2 6SS, by Wednesday, 18th March 1987. (35114) 201224

Classics

Other Assistants

ABERDEENSHIRE
BLAIRMORE SCHOOL
Glass, Huntly, Aberdeenshire AB5 4XH
I.A.P.S. Co-ed 7 to 13
Required September 1987 qualified teacher for Latin and History to C.E.E. and P.S.S. levels. Musician and/or games ability welcomed. Country location. Married or single accommodation available. Salary: Burnham.
Apply in own writing with typed C.V. and names and telephone numbers of two referees to the Headmaster. (44678) 201624

SOMERSET
MILLFIELD JUNIOR SCHOOL
Edgarley Hall, Glastonbury, Somerset BA6 8LD
Tel: Glastonbury (0458) 32446
Co-educational. 460 pupils aged 7-13. Boarding and Day
REQUIRED FOR SEPTEMBER 1987
Graduate tutor to teach Latin with some French or other second subject to C.E./Scholarship level. Ability and willingness to take games and activities important. Scaled post available dependent upon qualifications and experience. Post could be resident or non-resident.
Please apply with c.v. and names of two referees to the Headmaster, from whom further details may be obtained. (44534) 201624

English

Other Assistants

HAMPSHIRE
THE PILGRIMS' SCHOOL
Winchester
I.A.P.S. 170 boys 8-13
Required for September 1987 qualified teacher of ENGLISH to Common Entrance level. Assistance with Games and other aspects of boarding school life essential. Ability to teach elementary Latin would be an asset. Salary - Burnham plus - according to qualifications and experience.
Please apply in writing, with full C.V. and names and addresses of two referees, to The Headmaster, The Pilgrims' School, Winchester SO23 9LT. (44980) 202424

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request

HAMPSHIRE
FARLEIGH SCHOOL
Red Rice, Andover, Hants. SP11 7PW
IAPS. 212. Boarding boys/mixed day
Required this September a qualified, imaginative teacher of English, initially for middle forms. Ability to teach History desirable. Enthusiasm and a willingness to be fully involved in all aspects of preparatory school life essential.
Salary Burnham based. Government Superannuation Scheme. Single accommodation available.
Please apply in writing with full CV and names, addresses of two referees to the Headmaster. (44777) 202424

HAMPSHIRE
DURLSTON COURT SCHOOL TRUST
Becton Lane, Barton-on-Sea, New Milton BH25 7AQ
Tel: (0425) 610010
I.A.P.S. Co-educational. Day and Boarding. 235 children
Required in September 1987 a qualified and enthusiastic teacher of English to be part of a lively and professional team. Ability to coach games (Rugby, Soccer, Hockey or Cricket) a very definite advantage. Applications for a first appointment welcome.
Salary, Burnham Scale according to experience and qualifications. Government Superannuation Scheme.
Apply to the Headmaster with full C.V. and names, addresses and telephone numbers of two referees. (44767) 202424

MIDDLESEX
ORLEY FARM SCHOOL
South Hill Avenue, Harrow HA1 3NU
IAPS 400 Day boys 4-13
Required for September 1987 an additional teacher for the English Department. Excellent facilities for drama, library and other aspects of English teaching.
All enthusiasms are encouraged.
Good salary. D.E.S. Pension.
Accommodation available.
Applications, with C.V., photo and address of two referees to the Headmaster. (44585) 202424

SURREY
KING'S HOUSE SCHOOL
Richmond, Surrey
(I.A.P.S. Day School)
ENGLISH TEACHER
Required for September 1987 to teach the subject up to Common Entrance and Scholarship level. Salary Burnham Scale plus. Readiness to be involved actively in the life of the school is a strong recommendation.
Please write giving C.V. and names of two referees to the Headmaster, Kings House School, Richmond, Surrey TW10 6ES. (44119) 202424

CULFORD SCHOOL
Bury St. Edmunds, Suffolk IP28 6TX
HMC CoEd Boarding & Day 8–18 years

Required for September:

1. A **MATHEMATICIAN** to teach across the 11–16 age range, but with the possibility of some Sixth Form work.
2. A **BIOLOGIST** to teach across the 11–18 age range, with some junior chemistry.
3. A teacher of mainly middle school **PHYSICS** and **CHEMISTRY**, preferably able to contribute also to Sixth Form General Studies programme. This is a one year appointment to replace someone on study leave.

All members of staff are required to contribute to extra-curricular activities and boarding duties.

Salary is on the Culford scale, above Burnham. A willingness to take games (boys or girls) and/or to be resident (free lodging throughout the year, free board in term time) would be strong recommendations.

Apply with full C.V. and names, addresses and telephone numbers of two referees to the Headmaster as soon as possible. (14601)

BLACKHEATH HIGH SCHOOL
GPDST
Wemyss Road, London SE3 0TF

TEMPORARY APPOINTMENT

Required for Summer Term 1987 a teacher for first year JUNIOR level. Possible full-time appointment for suitable candidate.

Applications in writing, together with cv to: The Headmistress, Blackheath High School, Wemyss Road, London SE3 0TF, by 12 March 1987. (13065)

LEEDS GRAMMAR SCHOOL
HMC INDEPENDENT DAY SCHOOL
Senior School 1050 boys 10-18; incl. 270 in Sixth Form

Required for September 1987

TEACHER OF PHYSICS
TEACHER OF GERMAN WITH SOME FRENCH

Salary scale: according to experience, Burnham + LGS supplement.,

These posts would be suitable for experienced teachers or new entrants to the profession.

Applications in writing, together with curriculum vitae, names, addresses and telephone numbers of two referees, should be sent to the Headmaster, Leeds Grammar School, Moorland Road, Leeds, W. Yorks., LS6 1AN, from whom further details are available.

TRENT COLLEGE
(HMC, 590 pupils 11-18 of whom 320 are boarders, 230 in co-educational VI Form)
Required for September 1987 (as the result of promotion and the expansion of the VI Form):

Biologist
Chemist
Economist/Business Studies
Mathematician

The posts are suitable either for newly qualified graduates or for those seeking a second appointment. There will be a fair share of VI Form teaching.

Assistance with extracurricular activities is desirable. Burnham plus.

Applications with Curriculum Vitae and the names of two referees to The Headmaster, Trent College, Long Eaton, Nottingham NG10 4AD. (12222)

ALDENHAM SCHOOL
(HMC)
Required for September 1987

TEACHER OF MODERN LANGUAGES

French and German preferred. This post should suit *either* a recent graduate seeking a broad introduction to teaching at all levels in a small independent Boarding School with a substantial Sixth Form *or* a more experienced teacher with a view to taking over as Head of Dept.

PHYSICS WITH ELECTRONICS

The main commitment would be to a well established Electronics facility but there is likely also to be some Physics teaching. There will be opportunities for a teacher with the right qualifications to take a lead in the development of more broadly based technology teaching in the next few years.

In both cases an enthusiastic commitment to the full life of a boarding school will be expected. The salary will be attractive and accommodation will be available.

Please telephone or write for further details to: The Headmaster, Aldenham School, Elstree, Herts. WD6 3AJ. (09276 6131) [illegible] (14602)

BRYANSTON SCHOOL

CHAPLAINCY

requires for September another member of the team to share a stimulating pastoral, liturgical and teaching ministry in a community of 800 teenagers and adults.

Please apply in writing to The Headmaster, Bryanston School, Blandford, Dorset DT11 0PX, enclosing curriculum vitae and the names of two referees.

For further details telephone the Headmaster's Secretary on 0258 52411.

PREPARATORY SCHOOLS
continued

Geography

Other Assistants

LONDON SW15
WILLINGTON SCHOOL
Putney
IAPS Day Preparatory School 160 boys 4½-13)
Required for September 1987 a teacher to take Geography throughout the School and take a major role in the coaching of soccer, rugger and cricket.
Salary Burnham Scale and Inner London Allowance. Government Superannuation.
Please apply to the Headmaster, Willington School, 5 Colinette Road, Putney, London SW15 6QG with curriculum vitae and the names and addresses of two referees. (35253) 202624

History

Heads of Department

GLOUCESTERSHIRE
DEAN CLOSE JUNIOR SCHOOL
(I.A.P.S. Co-Ed. Day/Boarding)
270 Pupils)
HEAD OF HISTORY
Required for September 1987. Well qualified and experienced teachers are invited to apply for this post. The successful candidate will have control of the History teaching in the Junior School and will have a History room in the new teaching block from September.
Ability to coach games, help with extra curricular activities and normal boarding duties is essential.
Letters of application with the names and telephone numbers of two referees to the Headmaster, Mr. Ian F.M. Ferguson, M.A., Dean Close Junior School, Lansdown Road, Cheltenham, Glos. GL51 6QS, from whom further details can be obtained. (44381) 202818

Other Assistants

ABERDEENSHIRE
BLAIRMORE SCHOOL
Glass, Huntly, Aberdeenshire AB5 4XH
I.A.P.S. Co-ed 7 to 13
Required September 1987 qualified teacher for Latin and History to C.E.E. and P.S.S. levels. Musician and/or games ability welcomed. Country location. Married or single accommodation available. Salary: Burnham.
Apply in own writing with typed C.V. and names and telephone numbers of two referees to the Headmaster. (44677) 202824

Mathematics

Heads of Department

BRISTOL
COLSTON'S PREPARATORY SCHOOL
Bristol
232 boys
Required for September 1987. HEAD OF MATHS.
We are looking for an enthusiastic mathematician to lead the teaching of Maths throughout the school. An interest in Computers would be an asset and a willingness to participate in games coaching is essential. Salary Burnham plus.
Letters of application with full c.v. and names and addresses of two referees to: The Headmaster, Colston's Preparatory School, Stapleton, Bristol BS16 1BA. (44574) 203418

KENT
ROSE HILL SCHOOL
Culverden Down, Tunbridge Wells TN5 9SY, Kent
I.A.P.S. Day (150 boys and girls aged 3-14)
Required for September 1987, Mathematics specialist for P.S.S. and C.E. classes. Excellent facilities for Computing. Dedicated teacher to join enthusiastic, professional team. Good games opportunities if required. Resident or non-resident Appropriate Burnham Scale. D.E.S. superannuation.
Please apply with Curriculum Vitae and the names of two referees to the Headmaster. (44351) 203418

NORTH YORKSHIRE
BRAMCOTE SCHOOL
Scarborough YO11 2TT
IAPS 120 boys all boarding
An enthusiastic Maths graduate required for September 1987, to run the Maths Department, and teach to C.E. Public School scholarship level. Accommodation within the school can be provided for the successful applicant who must be willing to coach games, assist with computers if possible and generally be prepared to play a full part in out of school activities.
Please apply to the Headmaster with full C.V. and the names and telephone number of two referees. (35106) 203418

Other Assistants

BRISTOL
Required April or September 1987 experienced full-time teacher of Mathematics for 9-11 year age group in Co-educational Preparatory Boarding/Day School.
Ability to help with games and out of school activities beneficial.
Apply with name and address of two referees to the Headmaster, Tockington Manor School, Tockington, Nr. Bristol BS12 4NY. (02940) 203424

CHESHIRE
POWNALL HALL SCHOOL
Wilmslow, Cheshire SK9 5DW
This IAPS Day School of 200 boys requires in September 1987 a qualified MATHEMATICS/P.E. Teacher. Teaching will initially be in the Middle School Forms. Boys are prepared for entry at 11 to local Independent Day Schools and at 13 to Independent Boarding Schools by C.E. or Scholarship Examinations. Ability to help with Middle and Senior games (soccer, hockey, cricket, athletics) and willingness to take a full part in the life of this flourishing school essential.
Applications of suitable candidates with C.V. together with names, addresses and referees to the Headmaster as soon as possible. (31592) 203424

ROXBURGHSHIRE
ST. MARY'S SCHOOL
See our advertisement under Scottish Appointments. (44725) 203424

YORKSHIRE
GILLING CASTLE
Gilling East, York YO6 4HP
IAPS. 100 boys aged 8-13
AMPLEFORTH PREPARATORY SCHOOL
Required September 1987 a qualified Assistant teacher of Mathematics to C.E. and P.S.S. level. An ability to teach Science/Computer an advantage: a willingness to coach games and to be fully involved in the out of class life of the school essential. Accommodation available. Salary depending on experience.
Apply in writing to the Headmaster with full C.V. and names, addresses and telephone numbers of two referees as soon as possible. (44766) 203424

Modern Languages

Heads of Department

BERKSHIRE
PRIOR'S COURT
Chieveley, Nr Newbury, Berkshire RG16 8XW
(IAPS Methodist Co-educational Day and Boarding School, Junior School for Kingswood School, Bath - 155 pupils)
HEAD OF FRENCH with some Latin
Required for September 1987 following an internal promotion, an enthusiastic, well-organised teacher with experience of language teaching to younger children, to run this important Department. As in any boarding preparatory school, a strong contribution to the extra-curricula and games side of school life would be a further recommendation.
Residence with boarding duties is available for a single person in either the boys or girls house.
Letter of application with C.V., photograph, names, addresses and telephone numbers of two referees, should be sent to The Headmaster (Mr Paul B. High), B.Sc., F.R.G.S.), at the above address. (44090) 203618

WORCESTERSHIRE
WINTERFOLD HOUSE SCHOOL
IAPS 140 boys
Busy family boarding/day school requires from September 1987 a qualified teacher to take sole charge of French to PSS and CE level, ability to help with games and extra curricular activities would be a great advantage. Usual duties. Bachelor accommodation available in staff cottage.
Apply with C.V. and two references to The Headmaster, Winterfold House School, Chaddesley Corbett, Worcs. DY10 4PL. (49967) 203618

Other Assistants

MIDDLESEX
S. JOHN'S SCHOOL
Northwood
I.A.P.S. 280 day boys
September 1987. Energetic and reliable teacher of French required with the ability to offer at least one other subject. Willingness to help with games and out of school activities essential. Bachelor accommodation available. Own salary scale (Burnham plus).
Application with c.v. and two referees to The Headmaster, St. John's School, Potter Street Hill, Northwood HA6 3QY. Tel. 01-866 0067. (49975) 203624

SOMERSET
MILLFIELD JUNIOR SCHOOL
See our advertisement under Classics. (44527) 203624

STAFFORDSHIRE
SMALLWOOD MANOR (DENSTONE COLLEGE PREP. SCHOOL)
Uttoxeter
IAPS Boarding and Day. Co-Education (3½-13)
A Woodard School
Required for September 1987 a teacher of French. Suitable candidates will be considered for the Head of the French Department. Ability to coach games, would be an advantage. Full commitment and involvement in and out of school activities are required, together with a share of boarding duties. Accommodation available. Salary negotiable.
Letters of application, together with a full curriculum vitae, the names and addresses and telephone numbers of two referees should be sent to The Headmaster, Smallwood Manor, Uttoxeter, Staffordshire ST14 8NS (Tel: Uttoxeter 2083). (44893) 203624

SURREY
STREETE COURT SCHOOL
Godstone
Boys' Boarding and Day Preparatory School
(120 Pupils 3-13)
Required for September 1987, a young, enthusiastic FRENCH teacher to teach French throughout the 8-13 year age range up to C.E.E. and Scholarship level.
Ability to help with games is important.
Accommodation available for single person or young married couple.
Further details may be obtained from the Headmaster, Streete Court School, Rooks Nest, Godstone, Surrey RH9 8BZ, to whom letters of application and a full c.v. should be sent as soon as possible. (00874) 203624

Music

Heads of Department

KENT
Required for September Director of Music for school of 500 plus pupils with strong musical tradition. Over 200 pupils learn individual instruments, activities include orchestra, band, choirs, workshop and electronic music. Experienced applicants only, administrative ability as well as ability to inspire essential. The school has a Head of Singing, and preference will be given to candidates with ability to conduct and teach an orchestral instrument. Burnham Scale 3 or 4 according to age and experience. Government Superannuation scheme.
Apply with full c.v. and names/addresses of two referees to the Headmaster, Dulwich College Prep. School, Coursehorn, Cranbrook, Kent TN17 3NP. (49939) 203818

KENT
ROSE HILL SCHOOL
Culverden Down, Tunbridge Wells, Kent TN4 9SY, Kent
I.A.P.S. Day (150 boys and girls aged 3-14)
Director of Music required for September 1987. A capable and enthusiastic teacher is sought to take over the Department. The School has a very fine musical tradition, especially on the choral side. A large proportion of children learn orchestral instruments or piano (four peripatetic staff). Scope for the development of choirs, orchestra, class music and annual Production if desired. Excellent teaching facilities. The post could embrace half a timetable or be full-time with the offer of another teaching subject.
Appropriate Burnham Scale. DES superannuation. Bachelor accommodation available.
Apply with Curriculum Vitae and names of two referees to the Headmaster. (44352) 203818

Other Assistants

LONDON NW3
NORTH BRIDGE HOUSE SCHOOL
Hampstead, London NW3
Independent Co-educational Prepreparatory School
Ages 4-6 year olds
Full time music teacher required in September. Salary according to qualifications on the London Burnham Scale. Membership of the D.E.S. Superannuation Scheme.
Apply with curriculum vitae and the names of two referees to: The Headmistress, North Bridge House School, 8 Netherall Gardens, London NW3. (48274) 203824

Pastoral

Other Assistants

CUMBRIA

CASTERTON SCHOOL

G.S.A. Independent School for 390 girls aged 8 to 18
Mainly Boarding

Required for September, 1987, a Resident Housemistress to take charge of a Junior Boarding House of 60 girls aged 8 to 12 years. The post could be either teaching or non-teaching. Those seeking a teaching post should indicate which subjects they are prepared to offer. Ability to teach English would be of particular interest.

Applications, together with curriculum vitae and the names and addresses of two referees, should reach the Headmaster, Casterton School, Kirkby Lonsdale, Cumbria LA6 2SG, by Wednesday, 15th March, 1987.

Further details may be obtained from the school. (12980) 204024

Physical Education

Heads of Department

SOMERSET
TEACHER OF PE
Required for September 1987 Master to take PE and games in boys IAPS Preparatory School, age range 7-13. Responsibility for top rugger and hockey is available and ability to take squash and athletics is desirable. Secondary subjects by arrangement, but Geography or History preferred. Young single man willing to take an interest in boarding activities would be welcome. Salary: Scale 1 plus.
Applications with addresses and telephone numbers of two referees to The Headmaster, Taunton Junior School, Staplegrove Road, Taunton TA2 6AE. (44438) 204218

Other Assistants

KENT
BICKLEY PARK SCHOOL
Bickley, Bromley, Kent
Requires for September full-time teacher to take games throughout the school (soccer, rugby, cricket, athletics etc.) some P.E. and Junior Geography (9 & 10 year olds). Salary above Burnham. Single accommodation available.
Apply in writing with full C.V. to the Headmaster, Bickley Park School, (44685) 204224

MIDDLESEX
ST MARTIN'S SCHOOL
Northwood, Middlesex HA6 2DJ
IAPS (300 boys including 45 boarders)
Required for September 1987 a well qualified Physical Education specialist to help with the teaching of PE and games throughout the school. Help with teaching general subjects in the middle age range also required.
All boys do 2 periods a week of PE throughout their school career. There is a large well equipped gymnasium; covered heated swimming pool, 3 tennis courts, in addition to 10 acres of playing fields, so there is plenty of scope for an enthusiastic specialist.
Salary Burnham Scale 1 plus London Weighting or single accommodation provided free of charge in lieu.
Apply in writing, with CV and details of 2 referees to the Headmaster, stating subsidiary subjects. (44789) 204224

MIDDLESEX
ORLEY FARM SCHOOL
South Hill Avenue, Harrow HA1 3NU
IAPS 400 Day boys 4-13
Because of increased numbers we require a second P.E. Specialist who will also act as Form Master, teaching some General Subjects at the 9 level.
Excellent facilities for indoor and outdoor sport. Enthusiasm and good qualifications essential.
Good salary. D.E.S. Pension.
Accommodation available.
Applications, with C.V., photo and address of two referees to the Headmaster. (44586) 204224

SOMERSET
MILLFIELD JUNIOR SCHOOL
Edgarley Hall, Glastonbury, Somerset BA6 8LD
Tel: Glastonbury (0458) 32446
Co-educational. 460 pupils aged 7-13. Boarding and Day
REQUIRED FOR SEPTEMBER 1987
Teacher of Boys' P.E. to play a major role in the sporting and extra-curricular life of the school. The post will include some academic teaching. There is a possibility of a residential role for a single or married person.
Please apply with c.v. and names of two referees to the Headmaster, from whom further details may be obtained. (44523) 204224

SOMERSET
WEIRFIELD SCHOOL
230 girls. 4-13 years
Fully qualified young and enthusiastic teacher required to take Physical Education from September 1987. Second academic subject desirable. Residential post, but non-resident with some boarding duties considered. Burnham Scale.
C.V. and written application with 2 references to the Headmistress, Weirfield School, Taunton, Somerset TA1 1DW by Friday, March 13th. (44736) 204224

Science

Heads of Department

SHROPSHIRE
OSWESTRY JUNIOR SCHOOL
I.A.P.S. co-educational Day and Boarding School
Required for this key position, a dynamic teacher of Science. Superb laboratory.
Salary - Burnham scale, according to experience and qualifications.
Government superannuation scheme.
Please apply in writing, with full c.v. and the names, addresses and telephone numbers of two referees to: The Headmaster, Oswestry Junior School, The Quarry, Oswestry, Shropshire SY11 2TJ. (44303) 204818

Other Assistants

CROYDON
TRINITY SCHOOL
Croydon
MIDDLE SCHOOL SCIENCE TEACHER
Required for September 1987 - see under Independent Schools. (35306) 204824

WARWICKSHIRE

DUNCHURCH-WINTON HALL (I.A.P.S.)

Required for April or September a teacher to be responsible for SCIENCE in the School. Ability to teach Maths, and possibly to coach hockey, cricket and athletics, would be an advantage.

Burnham Scale 1 post.

Apply with names and addresses of two referees to the Headmaster, Dunchurch-Winton Hall School, Nr. Rugby, Warwickshire CV22 6NG. (44681) 204824

ROXBURGHSHIRE
ST. MARY'S SCHOOL
See our advertisement under Scottish Appointments. (44726) 204824

WORCESTERSHIRE
HAWFORD LODGE
Worcester WR3 7SE
Keen teacher of Science (particularly Chemistry) required for September 1987 by lively I.A.P.S. day preparatory school in the County near Worcester. The successful candidate will also need to teach some other subjects, coach games including Rugby and generally contribute to the life of the school.
Burnham Salary. D.E.S. Superannuation.
Apply with c.v. and names, addresses and telephone numbers of two referees to the Headmaster. Tel (0905) 51292. (44601) 204824

Other than by Subject Classification

Heads of Department

READING

THE ABBEY SCHOOL
Reading

JUNIOR DEPARTMENT

Required in September 1987, a qualified member of staff to take charge of a form of 7 to 8 year-olds. Burnham Scale.

Please apply to the Headmistress with full curriculum vitae. (44987) 205618

Other Assistants

CHESHIRE
CHEADLE HULME SCHOOL
H.M.C.
JUNIOR DEPARTMENT (Ages 7-11)
Required for September 1987 teacher for Junior School. An interest in mathematics or music advantageous. Job very suitable for a first appointment. Scale 1 post.
Write, giving curriculum vitae and the names of two referees to: Headmaster, Cheadle Hulme School, Claremont Road, Cheadle Hulme, Cheadle, Cheshire SK8 6EF. (44694) 205624

CROYDON
CROYDON HIGH SCHOOL GPDST
Old Farleigh Road, Selsdon, South Croydon CR2 8YB
Required for September 1987 because of promotion to Headships of Junior Departments within the GPDST, two well qualified and experienced form teachers for the 7-11 age range in this large Junior Department (320 girls age range 5-11). Ability and interest in developing the Science Curriculum or interest in Mathematics and use of computers would be an advantage.
Written applications to the Head Mistress by 16th March, with c.v., names and addresses of two referees. Further details available on request. (44452) 205624

DEVON
ST MARGARET'S SCHOOL
Exeter
Woodard Schools Western Division
Member of GSA
450 girls (Mainly day, 70 weekly boarders) 7-18
Required for September 1987 a fully qualified and enthusiastic class teacher for girls aged 8-9, to teach across the curriculum. An ability to teach Mathematics and/or Science through to age 11 an advantage but not an essential requirement.
Applications in writing with full C.V. and names and addresses of 3 referees to the Headmistress, St Margaret's School, Magdalen Road, Exeter, Devon. This is a Scale 1 Burnham appointment. (44172) 205624

ST. MICHAEL'S
Tawstock Court,
Barnstaple,
North Devon.
EX31 3HZ
0271 43242

I.A.P.S. Boarding Co-ed School with 165 pupils.
Required for September, 1987:

A fully qualified teacher to teach French and middle school subjects with possible opening for German.

This must be combined with the ability to coach games, especially Rugby, and the enthusiasm to take part in the full life of a boarding prep school.

Apply in writing to The Headmaster, enclosing curriculum vitae and names, addresses and telephone numbers of two referees. Closing date for applications 10th March, 1987. (14667)

ST. BEDE'S COLLEGE
ALEXANDRA PARK
MANCHESTER
M16 8HX
TELEPHONE: 061-226 3323

PREPARATORY DEPARTMENT

A qualified

TEACHER

is required from September 1987 to teach full time in the Preparatory Department of 100 boys aged 7 to 11 years.

Please state curricular interests.

Practising Catholic preferred.

Salary on the Burnham Scale according to experience.

Apply by letter with full curriculum vitae and names and addresses of three referees to the Headmaster from whom further details may be obtained.

Closing date 20 March 1987. (12787)

PREPARATORY SCHOOLS

continued

DORSET

DUMPTON SCHOOL
Wimborne
160 boys. (day and boarding)
Required for September 1987 a teacher of SCIENCE & COMPUTING. Excellent opportunity to help develop these subjects in flourishing school. Willingness to help with extra curricular activities also important.
Apply with C.V. and names of two referees to:- the Headmaster, Dumpton School, Gaunt's House, Wimborne, Dorset BH21 4JQ.
(48660) 205624

DORSET
FORRES
Swanage, Dorset BH19 1PR
Required in September, for one year only in the first instance, an enthusiastic, well-qualified, junior trained form teacher for 9 year olds. Experience of this age group, and the ability to teach girls' P.E., games and hobbies will be distinct advantages in this residential post.
Please apply to the Headmaster with full c.v. and the names, *addresses and telephone numbers of two referees.*
(44776) 205624

DORSET
Required for September. Junior form teacher 7-8 year-olds. Teaching ability of paramount importance. Ability to coach girls' games important as well as willingness to be fully involved in school life. Salary based on current Burnham Scale 1. Government superannuation. Accommodation available.
Please write with C/V and names, addresses and telephone numbers of referees to: The Headmaster, The Preparatory School, Sherborne, Dorset DT9 3NY. (44978) 205624

GWYNEDD
SNOWDONIA STEINER SCHOOL
Tremadog, Gwynedd LL49 9RG
Required for September 1987: (1) a Teacher of WELSH as a second language; and (2) a GENERAL SUBJECTS Teacher. Primary/Middle School phase. Sympathy with Steiner Education essential.
Apply with CV to Chairman, College of Teachers.
(35135) 205624

SURREY
SURBITON HIGH SCHOOL
Surbiton Crescent, Kingston upon Thames, Surrey
(The Church Schools Company Ltd.)
Required in September 1987 Form Teacher for general subjects to teach a Reception class of 5/6 year old boys.
Apply to the Headmistress, enclosing curriculum vitae and the names and addresses of two referees. (44689) 205624

HERTFORDSHIRE
BEECHWOOD PARK PREPARATORY SCHOOL
This large (320), I.A.P.S. school (4-13 boys, 4-7 girls with 70 boarders) requires in *September 1987 three qualified* FORM TEACHERS for its EXPANDING JUNIOR and KINDERGARTEN DEPT. The essential requirement is to teach Maths, English and General Topics at the 5-7 plus age level. Additional qualifications very welcome: especially Piano-playing, or enthusiasms for boys' games. Qualified part-time help in these areas could be welcome. Salary: Scale 1 plus London Fringe. Facilities are good, classes small, atmosphere happy.
Apply with CV, names and telephone number of two referees to Headmaster, Beechwood Park School, Markyate, Nr. St Albans, Herts. AL3 8AW. (44068) 205624

KENT

HOLMEWOOD HOUSE SCHOOL
Langton Green, Tunbridge Wells, Kent TN3 0EB

IAPS Boarding and Day School of 380 boys

A Junior Subjects teacher is required in September. Ability to coach games an asset. Holmewood salary scale. Government Superannuation.

Apply Headmaster with C.V. and names, addresses *and telephone nos. of 2* Referees. (48816) 205624

KENT
NORTHBOURNE PARK SCHOOL
Wanted for September, teacher for class of 8 year olds in co-educational school. Girls' games teaching an advantage although not essential.
Due to expansion, teacher required in September for a new class of 4/5 year olds. This represents an exciting opportunity for someone with drive and enthusiasm.
Burnham salary and accommodation available for both positions. Personal visits welcome.
Please apply in writing with full C.V. giving names, addresses and telephone numbers of two referees, to The Headmaster, Northbourne Park School, Betteshanger, Nr. Deal, Kent CT14 0NW. Tel: (0304) 611215.
(44054) 205624

LONDON W5
Required Girls School September, Form teacher 8 year olds, able to teach some English to 11 year olds.
Apply Headmistress, Harvington School, 20 Castlebar Road, Ealing, W5 2DS. (44711) 205624

KENT
RUSSELL HOUSE SCHOOL
Opposite Otford Station, Near Sevenoaks, Kent
Day School, 180 boys and girls aged 3-11
For September 1987, we require 2 full time teachers to take general subjects including boys games, chess, etc.
Applications with c.v. and name of two referees to The Headmistress, Russells House, Station Road, Otford, Kent TN14 5QU.
(12979) 205624

KENT
BROMLEY HIGH SCHOOL
G.P.D.S.T.
Blackbrook Lane, Bickley, Bromley BR1 2TW
(Tel: 01-468 7981)
Teacher for lower JUNIORS required for September. Ability to take games and supervise swimming is desirable. Excellent facilities.
Apply in writing to the Headmistress, with c.v. and names and addresses of two academic referees.
(44826) 205624

KENT
Required for September 1987 a *qualified form teacher for a* mixed class of 8 to 9 year olds. Ability to coach boys' games an advantage. Salary Burnham 1/2 according to qualifications and experience. Government Superannuation Scheme.
Apply with full c.v. and names/addresses of two referees to the Headmaster, Dulwich College Preparatory School, Coursehorn, Cranbrook, Kent TN17 3NP.
(35103) 205624

KENT
Required for September 1987 a qualified form teacher for a mixed class of 9 to 10 year olds. Capable of teaching Maths, English and General *Subjects, ability to coach boys'* games essential and a specialism in Geography would be helpful.
Salary Burnham 1/2 according to qualifications and experience. Government Superannuation Scheme.
Apply with full c.v. and names/addresses of two referees to the Headmaster, Dulwich College Preparatory School, Coursehorn, Cranbook, Kent TN17 3NP.
(35104) 205624

LANCASHIRE
HIGHFIELD PRIORY SCHOOL
Fulwood Row, Preston PR2 6SL
ISAI 250 pupils. Co-educational 3 to 11
Experienced teacher required in September 1987 to take charge of a class of 9-10 year olds and to participate fully in the life of the school.
Applications with c.v. and names of two referees to the Headmaster. (44790) 205624

LEICESTERSHIRE
Required for September 1987 experienced infant teacher for lively Pre-Preparatory Department. Ability to teach music essential.
For detailed information sheet apply The Headmaster, St. Crispin's, St. Mary's Road, Leicester LE2 1XA.
(00877) 205624

LONDON EC1
THE CHARTERHOUSE SQUARE SCHOOL
40 Charterhouse Square, London EC1M 6BA
A co-educational preparatory school *in The City* require a class teacher for September 1987. The vacancy is for a class of 6 year olds, teaching all subjects.
Applications should be made with two names and addresses of two referees to the Headmistress as soon as possible.
(02952) 205624

LONDON NW3
NORTH BRIDGE HOUSE SCHOOL
Hampstead and Regent's Park Independent Co-educational Preparatory School
Ages 4-8 year olds
Due to expansion there will be vacancies in September for teachers of Infants and Lower *Juniors. Salary according to* qualifications on the London Burnham Scale. Membership of the D.E.S. Superannuation Scheme.
Apply with curriculum vitae and the names of two referees to: The Headmistress, North Bridge House School, 8 Netherhall Gardens, London NW3. (48273) 205624

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL G.P.D.S.T. (JUNIOR SCHOOL)
12 Netherhall Gardens, London NW3 5TG
Required for September, experienced and enthusiastic Infant Teacher for a form of 24 six-seven year old girls in an academic and creative Junior School. Please state special interests. Visits welcome.
Apply by letter to the Head of Junior School, enclosing curriculum vitae and the names of two referees.
(44314) 205624

LONDON NW5
THE VILLAGE SCHOOL
81/89 Fortess Road, London NW5 1AG
Girls' Preparatory School, aged 5-11
Due to increasing pupil numbers, two qualified, enthusiastic teachers required from September to teach across the *7-11 age range.* Particular emphasis on:
1) History/English.
2) Science/Mathematics.
Additional interests such as Sport, Music, Chess etc. a distinct advantage.
Salary according to qualifications on the London Burnham Scale; plus Government Superannuation.
Please apply with full c.v. and two referees to the Headmistress. (35249) 205624

LONDON SE21
OAKFIELD PREPARATORY SCHOOL
Coeducational Day School
Presently 240 pupils 3-11
Due to increasing pupil numbers *the following staff are* required from September 1987.
1) A qualified infant teacher to take a class of 4-5 year olds (18 to a class).
2) A qualified teacher to be responsible for general subjects for a class of 5-6 year olds. (18-20 to a class).
3) A qualified teacher to teach general subjects to a class of 7-8 year olds. (18-20 to a class) and to be responsible for boys' games and P.E. for 7-11 year olds. Excellent facilities are available.
All of the above posts are Burnham Scale plus Inner London Allowance and Government Superannuation.
Please apply in writing with full C.V. and the names and *addresses of two referees to* The Headmaster, Oakfield Preparatory School, 126 Thurlow Park Road, West Dulwich, London SE21 8HP.
(44516) 205624

LONDON SW17
UPPER TOOTING IND. HIGH SCHOOL
169 Trinity Road, SW17 7HL
Accreditation to the ISJC applied for
A small co-educational school of 170 pupils aged 4 to 17 requires for April a form teacher for a class of 8 year olds. General subjects.
Apply in writing to the secretary with C.V.
(44057) 205624

LONDON SW1
GARDEN HOUSE SCHOOL
Three trained teachers needed September for I.A.P.S. school, Sloane Square.
Apply in writing with full C.V. to The Headmistress, 53 Sloane Gardens, London SW1W 8ED. (48797) 205624

LONDON SW7

THE HAMPSHIRE SCHOOL

Qualified and experienced teachers for 4 and 5 year olds needed for September, 1987 for the following posts:

1) A permanent full time appointment.

2) A one term full time appointment to cover maternity leave.

Please apply in writing with curriculum vitae and names and addresses of three referees to The Headmaster, The Hampshire School, 63 Ennismore Gardens, London SW7 1NH. (44051) 205624

LONDON W2
Class teacher wanted for either 7-8 or 8-9 year olds and a half time teacher for 9-10 year olds at girls' preparatory school next September.
Please apply with CV and names of two referees to: The Headmistress, Pembridge Hall School, 18 Pembridge Square, London W2 or 'phone 229-0121.
(44188) 205624

WEST SUSSEX
GREAT BALLARD SCHOOL
Eartham, Chichester
I A P S Co-Educational Boarding and Day School
Required in September qualified teacher to take charge *of the Reception Class (3 and 4 year olds)* in Pre-Preparatory Department.
Salary based on Burnham Scale.
Apply with c.v. to the Headmaster. (44499) 205624

MIDDLESEX
NORTHWOOD COLLEGE
Northwood
(Girls' Independent School - 490 Junior School of 200 aged 4-11 years
Required for September, 1987, a fully qualified Form Teacher for a class of 4-5 year olds or 5-6 year olds.
Ability to play the piano and interest in music would be an advantage but not essential. *Burnham Scale with Outer* London Allowance.
Please reply in writing to the Head Mistress with c.v. and giving names, addresse and telephone numbers of referees. (00885) 205624

MIDDLESEX
NORTHWOOD COLLEGE
Northwood
(Girls' Independent School - 490 girls)
Junior School - 200 girls aged 4-11 years
Required for September, 1987 a well qualified and enthusiastic Form Teacher, initially for a class of 9-10 year olds.
An ability to take some P.E. with swimming would be desir*able but not essential.* Burnham Scale with Outer London Allowance.
Please reply in writing to the Head Mistress, with c.v. giving names, addresses and telephone numbers of two referees. (00886) 205624

WILTSHIRE

SANDROYD SCHOOL

Requires General Subjects Teacher who will be Form Mistress/Master to a Junior/Middle school class; can teach General Subjects but perhaps offers a special subject *(English, History, French)* to teach seniors, is prepared to take a full part in the life of this all-boarding boys school. Salary Burnham plus, single accommodation available.

Apply with c.v. and names of two referees to The Headmaster, Sandroyd, Rushmore, Tollard Royal, Wilts. SP5 5QD. (44973) 205624

MILTON KEYNES
MILTON KEYNES PREPARATORY SCHOOL
Developing mixed Day Preparatory School moving into purpose built building March 1987.
Expansion programme: September 1987 - 220 children, 0 to 11 years, rising to 380 children, 0 to 13 years in 3 years.
First Common Entrance examination in June 1990.
2 teachers required September 1987 with responsibility to class teach in the pre-prep department.
1 teacher required in the main school to class teach 7-8 year olds. This position could become either one for older children or for a subject preference later as the school develops.
An excellent opportunity for teachers with energy and commitment to involve themselves in this exciting project which *will incorporate and encourage* many innovative ideas. A willingness to team teach and to become involved in a cross curricular interaction is essential. An aptitude in one of the performing arts would be an advantage. Promotion prospects excellent. M.K.P.S. Scale Burnham +.
Please send C.V. and hand written letter to the Headmistress, Milton Keynes Preparatory School, The Old Rectory, Milton Keynes MK6 3AD.
(44793) 205624

SURREY
EWELL CASTLE JUNIOR SCHOOL
Surrey
Co-educational 3-11
Due to the recent expansion of the Junior School 3 additional, well qualified, full time staff are required for September 1987: 1. a teacher to be responsible for the TRANSITION CLASS (4+) of eighteen children. The successful applicant will have a full time N.N.E.B. assistant. 2. Class teachers for (a) the 7+ age group and (b) for the 9+ age group. There are approximately 120 children in the Junior School, and a further 360 in the Senior School (11-18).
All three posts are Burnham Scale 1 plus Outer London Allowance.
Applications with Curriculum Vitaes, and names and addresses of two referees to the Headmaster, Church Street, Ewell. (44284) 205624

SURREY
UNICORN SCHOOL
238 Kew Road, Richmond, Surrey
Unicorn is a co-educational independent school with 150 pupils aged 5-11 years. It operates a highly structured, Project-based curriculum with small classes of twenty children. The School is Recognised by the D.E.S., and its lively approach to education and high academic standards have been widely acclaimed
Required from September, 1987: Qualified and experi*enced* JUNIOR CLASS TEACHER for 8-9 year olds. An exciting opportunity to join an enthusiastic team of teachers who co-operate in a stimulating working atmosphere.
Burnham salary, London Allowance and Superannuation.
Please apply in writing to the Headmistress, giving full details of qualifications, special interests and experience, plus particulars of two referees. (44115) 205624

SURREY
CONISTON PRE-PREPARATORY SCHOOL
Alma Road, Reigate RH2 0DH
(110 pupils)
QUALIFIED NURSERY TEACHER
Required September, to be responsible, with N.N.E.B. Assistant, for established Nursery in well-equipped purpose-built Unit. Minimum 5 years' experience. Music an advantage.
Apply with full C.V. to Principals, Mr and Mrs G. Laidlaw. (44798) 205624

SURREY
SURBITON HIGH SCHOOL
Surbiton Crescent, Kingston Upon Thames, Surrey
(The Church Schools Company Ltd.)
Required in September 1987 a class teacher for 10-year old Transition Form.
Apply to the Headmistress, enclosing curriculum vitae and the names and addresses of two referees. (44691) 205624

ITALY
ROME
Well qualified Junior Teacher required for September 1987.
See Overseas Appointments for details. (44571) 205624

WEST SUSSEX
TEACHER
Required (April) to Co-Educational Preparatory School, for General Subjects to the 8 to 10 years range. Ability to teach English necessary: Maths an advantage.
Willingness to be involved with the duties and activities of the school essential. Burnham Scale 1 post.
Single accommodation possible.
Applicants should submit a C.V. with a covering letter and the names of two referees to The Headmaster, Forest Grange School, Forest Road, *Horsham,* West Sussex RH13 6HX. (44566) 205624

WEST SUSSEX
Infant/Junior Teacher, qualified and experienced, required for September 1987 to teach mixed form of 7-8 year-olds. For the right applicant with vision *and energy* there could be the opportunity to open a pre-preparatory department taking boys and girls from 3+ to 7+. Some skill at games would be an advantage.
Great Walstead is a christian preparatory school in the evangelical tradition.
Please write with full details and C.V. to the Head*master, Great Walstead* School, Lindfield, Haywards Heath, West Sussex RH16 2QL. (44856) 205624

WEST SUSSEX
GREAT BALLARD SCHOOL
Eartham, Chichester
I.A.P.S. Co-educational boarding and day school
Required in September qualified teacher of English and Mathematics in the 7 to 9 age groups.
7 to 9 age groups.
Single accommodation available.
Salary based on Burnham Scale 2.
Apply with c.v. to the Headmaster. (44774) 205624

LONDON E2
Full-Time Experienced Montessori Teacher required to take 2½ - 3 year olds in April
Please apply: Fiona Butcher. Gatehouse School, Sewardstone Road, London E2. Tel 01-980 2978. (44848) 205624

STAFFORDSHIRE
NEWCASTLE-UNDER-LYME SCHOOL PREPARATORY DEPARTMENT 140 boys and girls 8-11
Required for September 1987, qualified and enthusiastic JUNIOR SCHOOL teacher to play a full part in the *preparatory department.*
An interest in extra-curricular activities essential and the ability to contribute to games and sport an advantage.
Applications as soon as possible with full curriculum vitae and the names and addresses of two referees to The Principal, Newcastle-under-Lyme School, Mount Pleasant, Newcastle, Staffordshire ST5 1DB. (44986) 205624

Appointments in Scotland

ROXBURGHSHIRE

ST. MARY'S SCHOOL
Melrose, Roxburghshire TD6 9LN

I.A.P.S. Co-educational. 115 pupils

Required for April or September 1987, a teacher of SCIENCE and MATHEMATICS. Ability to help with the coaching of games an advantage. Willingness to participate fully in the life of a boarding prep school essential. Accom*modation available.*
Apply in writing to the Headmaster with c.v. and names and addresses of two referees. (44724) 170004

THE HABERDASHERS' ASKE'S SCHOOL ELSTREE, HERTS. WD6 3AF

(HMC — INDEPENDENT — 1300 BOYS — 200 IN PREP SCHOOL IAPS)

Required for September 1987:-

Teacher of JUNIOR GENERAL SUBJECTS in the Preparatory School.

Strong interest in games and extra-curricular activities desirable.

Salary generous London Burnham.

Please telephone the Headmaster's Secretary (01-207 4323), for further details. Applications with full c.v. and names of referees should be sent to the Headmaster as soon as possible.

(12730)

TRELISKE SCHOOL
(Preparatory Department to Truro School)

I.A.P.S.

140 BOYS 7–12 yrs, including 50 Boarders

Required for September –

(i) A Teacher of Mathematics with games. Temporary one year appointment to cover sabbatical.

(ii) A Teacher of English with games. Permanent Appointment, Accommodation available.

Both posts will suit new entrants to the profession, but applications from more experienced teachers would be welcome. The School is a thriving community and the people appointed would be expected to play a full part in this. Residential duties will be required.

Letter of application, C.V. and telephone number of three referees to the Headmaster, Treliske School, Highertown, Truro, Cornwall, TR1 3QN. Closing date for applications Tuesday, 17th March 1987. (14609)

Tayside Regional Council

EDUCATION DEPARTMENT

HOME AND HOSPITAL TEACHER

Perth and Kinross Area

Salary Scale – £7,536–£11,649

(Special Payment – Para 12(v) – £270)

Application forms and full details of the above post may be obtained from the Education Department (Staffing Section), Floor 8, Tayside House, 28 Crichton Street, Dundee DD1 3RJ to whom they should be returned not later than Monday, 23rd March 1987.

Tayside Regional Council is an Equal Opportunities Employer

Colleges of Further Education

Other Appointments

ABERDEEN
COLLEGE OF COMMERCE

LECTURER B - LANGUAGES

Candidates should be Honours graduates in French/Spanish preferably with experience in Further Education. The work involves HND Courses, Interpreter/Translator Course with the possibility of Post Graduate work. Salary scale: Lecturer B: £9,093 - £13,398.

Application forms from Education Department (FE & Admin Staffing), Woodhill House, Aberdeen AB9 2LU with whom applications (2 copies) should be lodged by March 23rd. (49904) 220026

CAMBRIDGESHIRE
Independent Secretarial College requires Office Studies Tutor for April 1987 to teach a range of Office Studies to RSA II/III and LCC standard. Applicants should be able to offer Shorthand, Typewriting, Word Processing, Structure of Business and *Secretarial Duties.* An interest in learning Information Processing is important.
Teaching Qualifications Essential.
For further information and an application form, telephone Heather, Cambridge (0223) 68245, or write to Cambridge Secretarial College, 17 Station Road, Cambridge CB1 2JB. (44788) 220026

CAMBRIDGESHIRE
COUNTY COUNCIL
Equal Opportunities employer
THE HUNTINGDONSHIRE COLLEGE
California Road, Huntingdon PE18 7BL
Applications are invited for the post of LECTURER GRADE I PHOTOGRAPHY.
Required to teach to 'A' level and C & G 744 standard. Salary scale £6,843 - £11,865.
Starting date: 1st May 1987 or as soon as possible thereafter.
Closing date: 27th March, 1987.
Application form and further *details from the Principal on* receipt of a large stamped addressed envelope.
(49970) 220026

CUMBRIA

WHITEHAVEN SCHOOL
Whitehaven CA28 8TY

WHITEHAVEN FURTHER EDUCATION CENTRE

Required for September 1987 a full-time Tutor to take responsibility for the organisation of a range of adult education and community links in this large community school situated on the outskirts of the town. Current enrolment approx. 700 students.

Previous experience of adult education, enthusiasm and a capacity for hard work are essential.

Salary: Burnham F.E. Lecturer II £8,595 - £13,656.

A half-time teaching commitment in the main school is included - subject negotiable.

Further details and forms from the Headteacher at the school.

Applications returned a.s.a.p. but not later than 23rd March, 1987.
(35066) 220026

HERTFORDSHIRE
CASSIO COLLEGE
Langley Road, Watford WD1 3RH
TUTOR IN DRAMA AND ENGLISH (LECTURER 1)
Required by the Department of Academic and Social Studies from 1 September 1987 *to teach 'A' level Theatre* Studies and contribute to the Department's GCSE and 'A' level English programme.
Salary scale Lecturer Grade 1 - £6,843 - £11,865, plus £309 London Fringe Allowance.
Further details and application forms from the Principal at the above address. (SAE please).
Closing date: Monday 23 March 1987. (44659) 220026

MIDDLESEX
HOUNSLOW BOROUGH COLLEGE
LI NNED (HEALTH)
Required for April 1987 a Lecturer Grade I in Health *Studies.*
Prospective Candidates must hold the qualification R.G.N. and H.V. Cert. A Teaching qualification would be an advantage.
Salary £6,843 - £11,865 plus £726 L.A.
Application forms and further details available from the Principal, Hounslow Borough College, London Road, Isleworth, Middx. TW7 4HS.
Tel: 01-568 0244, Ext. 231. (44773) 220026

DE HAVILLAND COLLEGE

VICE PRINCIPAL
(Two Posts)

Group 6 Salary £20,694-£21,801
(plus £282 "fringe allowance")

Applications are invited from persons with appropriate qualifications and experience in Further Education who are able to exhibit proven management skills together with a flair for promoting & developing Further Education course provision.

The posts are available from 1 September 1987.

Further details and application form, which should be returned within two weeks of the appearance of this advertisement, can be obtained from the Principal, De Havilland College, Welwyn Garden City, Herts AL8 6AH. Telephone: (0707) 326318 ext. 21

Nottinghamshire College of Agriculture

Vice Principal

£15,609-£17,184 p.a.

A suitably qualified and experienced person is required for this post which is tenable from 1 September 1987.

Application forms and further details are available from and returnable to the Chief Education Officer, Further Education Group, at County Hall. Tel. Nottm. (0602) 823211 or 823312. Closing date 27 March. Please quote ref. F12.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall·West Bridgford
Nottingham NG2 7QP

NELSON AND COLNE COLLEGE
VICE-PRINCIPAL (GROUP 5)

Salary: £20,345 per annum

Required from 1st September, 1987 at the above College

Nelson and Colne Collge is one of the foremost tertiary/community colleges in the country, with a proven track *record in academic performance* and innovatory development. This is a challenging post offering opportunities for

i. curriculum development across both vocational and academic disciplines;

ii. developments taking further education into the 1990s.

Previous holders of this post have gone on to become Principals of other institutions and therefore applications are invited from ambitious, energetic, highly motivated educators, working not just in further Education but also other relevant sectors.

Further details and application forms are available from The Chief Administrative Officer, Nelson and Colne College, Scotland Road, Nelson Lancashire, BB9 7YT. (Large SAE please).

Closing date: Friday, 20th March, 1987.

Lancashire County Council is an Equal Opportunities Employer

(12726)

APPOINTMENT OF VICE-PRINCIPAL – Croydon College

Salary £26,157 – Group 9 (Inclusive)

Applications are invited for the above post, tenable from 1st September, 1987.

Croydon College is a major institution of Further and Higher Education, organised into four Faculties serving the needs of both Croydon and the region. It offers a broad range of educational opportunities for trades and professions in industry and commerce, developing courses ranging from Youth Training Schemes to professional and post-graduate studies. The College also offers extensive provision of 16-19 year olds in its two Tertiary Centres.

The Vice-Principal will be accountable to the Principal for the planning, co-ordination and supervision of the academic work of the College.

Candidates for the post should have substantial experience in Further and Higher Education. Experience at Senior Management level would be an advantage.

Application forms and further details are obtainable from the Director of Education (FE), Education Department, Taberner House, Park Lane, Croydon, to whom they should be returned by Wednesday 18th March 1987.

Prospective candidates who would like an informal discussion in regard to the post are invited to contact the Principal of the College, Mr. P. Phillips, on *01-760 5809.*

It is anticipated that interviews for this post will be held during the week beginning 21st April 1987.

(12703)

CROYDON EDUCATION

DURHAM COUNTY COUNCIL

DARLINGTON COLLEGE OF TECHNOLOGY

POST OF PRINCIPAL

The post of Principal of this Grade 6 College becomes vacant from 1st September, 1987 upon the retirement of the current postholder.

The Governors of the College are seeking applications from those who would be able to lead this developing College into the 1990s. The College has a wide range of course provisions and an increasingly important role in adult training both with the employed and unemployed. The College is keen to extend its role and operations in serving all its community. The college also has a significant role in the overall county-wide provision of further education.

Further details and application forms, returnable by Friday 20th March, 1987 from the Director of Education, County Hall, Durham DH1 5UJ on receipt of a stamped addressed envelope. (12717)

AVON EDUCATION AUTHORITY
South Bristol Technical College
Marksbury Road
Bedminster
Bristol BS3 5JL
Appointment of Vice Principal – College Group 4

Applications are invited for the full-time post of Vice Principal, duties to commence on 1 May 1987 or as soon as possible.

Candidates for the post should possess appropriate academic qualifications, industrial/commercial experience and have a wide experience of teaching and administration in education at a senior level.

Application forms and further particulars of the post may be obtained from the Chief Administrative Officer, to whom applications should be returned by 21 March 1987. (Please enclose SAE)

Avon is an equal opportunity employer. (14658)

North Nottinghamshire College of Further Education

Principal

Tenable from 1 May. Candidates should have a good honours degree or have equivalent professional qualifications together with appropriate teaching, organisational and administrative experience. The College has six departments:- Building; Business Studies and *Management; Community Studies; Engineer*ing Technology and Practices; General Studies and Science; Work Orientation Unit. For salary purposes the College is placed in Group 5. This is a re-advertisement and previous applications will automatically be brought forward.

Further details and application form may be obtained from the Chief Education Officer, Further Education Group, at County Hall. Tel. Nottm. (0602) 823211 or 823312. Closing date 20 March. Please quote ref. F12.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall·West Bridgford
Nottingham NG2 7QP

COLLEGES OF FURTHER EDUCATION

continued

HERTFORDSHIRE

DE HAVILLAND COLLEGE The Campus, Welwyn Garden City, Herts.
LECTURER IN SOFTWARE ENGINEERING required at the Borehamwood Centre from 1st September 1987, to assist in the development and to be part of a team teaching a BTEC Higher National Certificate in Software Engineering, Ordinary National Certificates in Electronics and Computing.
The ideal candidate will be a graduate in an electronics discipline who has had recent experience in real-time industrial applications of computing.
Salary: £6,843 - £13,656 per annum plus £282 'fringe' allowance.
Application forms and further details may be obtained from The Principal, de Havilland College, The Campus, Welwyn Garden City, Herts. AL8 6AH. (Tel: Welwyn Garden 326318, Ext. 21).
Completed application forms should be returned within two weeks of the appearance of this advertisement. (35048) 220026

GRAMPIAN REGIONAL COUNCIL

MORAY COLLEGE OF FURTHER EDUCATION
Elgin

SENIOR LECTURER I - BUSINESS STUDIES

Applicants must be suitably qualified and experienced for this post in a term with particular responsibility for Youth Training Scheme and Modular Business Studies programmes.

Ability to offer Retail Distribution subjects is particularly important, with other subjects, such as Law and Economics an advantage. Salary scale: Senior Lecturer I: £9,840 - £13,398.

SENIOR LECTURER II - SECTION HEAD

COMPUTER STUDIES

Applicants must hold a Degree and/or equivalent qualification, be teacher trained and preferably have industrial/commercial experience. Section Head will lead a team in the development area of computers. Salary scale: Senior Lecturer II: £12,318 - £14,463. (44672) 220026

HAMPSHIRE

BROCKENHURST COLLEGE
See our advertisement under Tertiary Colleges. (44781) 220026

HAMPSHIRE

BASINGSTOKE TECHNICAL COLLEGE
COMPUTING DEPARTMENT
LECTURER I required for this full-time post from September 1987 to teach primarily data processing and the commercial aspects of computing on a wide range of courses within the centralised computing facility.
Salary Scale: £6,843 - £11,865.
We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
Application forms and further information may be obtained from: The Registrar, Basingstoke Technical College, Worting Road, Basingstoke RG21 1TN. Tel: Basingstoke 54141. (44949) 220026

HAMPSHIRE

THE SOUTH DOWNS COLLEGE OF FURTHER EDUCATION
Required for 1st May 1987 or as soon as possible thereafter.
LECTURER GRADE I IN BUSINESS STUDIES.
To teach Organisation and its Environment, Law and Industrial Relations to BTEC National Level.
Salary Scale: £6,843 - £13,656.
Hampshire County Council pursues a policy of equal opportunity.
For further details and application forms, please send a stamped A4 envelope to the Vice Principal, The South Downs College of FE, College Road, Havant, Hants. PO7 8AA. Closing date for the receipt of completed application forms is Wednesday 18th March 1987. (44498) 220026

DUDLEY METROPOLITAN BOROUGH

(Equal Opportunities Employer)

STOURBRIDGE COLLEGE OF TECHNOLOGY & ART

LECTURER I IN ELECTRICAL INSTALLATION

£6,843 - £11,865 rising to £13,656 - required as soon as possible to teach Electrical Installation subjects to City and Guilds 236 parts 1 & 2 within the structure of CITB/YTS off-the-job training.

Further particulars and application forms available from Principal's Secretary, Stourbridge College of Technology & Art, Hagley Road, Stourbridge, West Midlands DY8 1QU, return by 20th March. (44455) 220026

DEVON

SOUTH DEVON COLLEGE OF ARTS AND TECHNOLOGY

DEPARTMENT OF SCIENCE AND COMMUNITY CARE

TEMPORARY LECTURER I IN PHYSICS

TEMPORARY LECTURER I IN MATHEMATICS

Vacant from 1 June 1987 to 1 September 1988, to teach groups of Black South Africans and Indonesian students to 'A' level standard on an intensive course.

SALARY SCALE: Lecturer I £6,843 - £11,865 pa (Burnham FE Report) (Placing on scale according to qualifications and experience).

Further details and application form available from: Chief Administrative Officer, South Devon College of Arts and Technology, Newton Road, Torquay.

RETURNABLE BY 20 MARCH 1987 (SAE please). (35231) 220026

DURHAM COUNTY COUNCIL

PETERLEE TERTIARY COLLEGE

Post of Dean of Technology

Applications are invited from persons with suitable qualifications, for the post of Dean of Technology at Peterlee Tertiary College. The post is graded Head of Department III with a salary range of £15,456 to £17,253. The successful applicant will be required to take up duty on 1st September, 1987.

Further details and application forms, returnable by Friday 20th March 1987 from the Director of Education, County Hall, Durham DH1 5UJ on receipt of a stamped addressed envelope.

(12765)

HAMPSHIRE LOCAL EDUCATION AUTHORITY
EASTLEIGH COLLEGE OF F.E.

require:

a Lecturer Grade II in Management Studies

to teach supervisory and related business studies, commencing 1 September 1987.

Burnham salaries and conditions of service.

The Authority pursues a policy of equality of opportunity.

Applications welcome from people with disabilities.

Further details and application forms available from Finance & Staffing Officer, Eastleigh College of Further Education, Chestnut Avenue, Eastleigh, Hants, SO5 5HT (telephone 0703 644011).

Closing date 20 March 1987.

(14655)

HAMPSHIRE LOCAL EDUCATION AUTHORITY

EASTLEIGH COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably qualified applicants for the post of:—

HEAD OF DEPARTMENT OF BUSINESS STUDIES

(GRADE V)

to commence 1 September 1987, following the retirement of the current postholder.

The authority pursues a policy of equality of opportunity. Applications welcome from people with disabilities.

Further details and application forms available from the Finance & Staffing Officer, Eastleigh College of Further Education, Chestnut Avenue, Eastleigh, Hants, SO5 5HT (telephone 0703 644011).

Closing date 18 March 1987.

(13257)

LONDON BOROUGH OF HAVERING
HAVERING TECHNICAL COLLEGE
Required as soon as possible

LECTURER I IN HAIRDRESSING

(CUTTING AND FASHION WORK)

Applicants should hold the City and Guilds Advanced Hairdressing Certificate or equivalent, previous teaching experience and/or a teaching qualification would be an advantage.

Salary: £7,569 — £14,382 inclusive.

Please send stamp for further details and application form to The Principal, Havering Technical College, Ardleigh Green Road, Hornchurch, Essex, RM11 2LL.

Closing date for applications: 20th March 1987.

(12743)

CARLISLE TECHNICAL COLLEGE

Applications invited for various Lectureships required from 1st September 1987

LI — PLUMBING/MECHANICAL SERVICES
To teach Theory, Practice and Related Subjects to a range of groups including industrial updating and retraining and full and part-time classes up to and including Part III City and Guilds Craft Certificate.

LI — CONSTRUCTION
To teach Technology and Science to a range of full and part-time Construction BTEC Technician courses up to and including HNC. The ability to offer a specialism such as Surveying/Structures/Building Services would be advantageous.

LI — ENGINEERING CRAFT
To teach Engineering Practice and Theory to a range of courses including EITB Off-the-Job full-time Training and City and Guilds courses up to and including Advanced Craft level. Applicants must be able to teach Welding and Fabrication Practice to at least Basic Craft level.

LI — BIOLOGY
To teach Biology and Related Subjects to a variety of BTEC and City and Guilds courses including Food Science and Hygiene, Hygiene for Hairdressing and GCSE and GCE 'A' level Biology.

LI — SECRETARIAL
To teach Typing, Shorthand, Secretarial Skills and allied Business Studies on a range of full and part-time courses, including RSA and BTEC ONC.

LI — SPECIAL NEEDS/LEARNING DIFFICULTIES
To join an active cross-College group developing the College's response to a growing demand for a wide variety of courses for students with varying degrees of learning difficulties.

LII — NEW TECHNOLOGY (MECHANICAL ENGINEERING)
To develop and teach Computer Aided Engineering and Design within the College's existing range of City and Guilds BTEC ONC and BTEC HNC. The applicant must also be able to generate interest for CAD/CAM among local industry and develop and lead Training courses for these clients.

LII — HAIRDRESSING
To teach Theory and Practice of Hairdressing to full and part-time courses up to City and Guilds Advanced Craft Certificate. To take a leading role in the course organisation, including responsibility for administration and development of YTS groups.

RSL NEW INITIATIVES
Lead a team developing the College's response to the 14-19 initiatives. Applicants should have wide experience of teaching this age group and be able to build on the College's already considerable growth in such areas as TVEI and CPVE.

Applicants for the above posts must have good professional qualifications in their specialist areas and have a wide relevant industrial/commercial experience. Possession of a Teaching qualification advantageous.

Salaries, dependant on experience and qualifications are:
LI £5843-£11865
LII £8595-£13656
SL £12615-£14820 (Bar £15873)

Further details and application forms from: Principal, Carlisle Technical College, Victoria Place, Carlisle
Closing date 19th March 1987.

Guildford College of Technology

Head of Health & Social Studies Department

Do you want Senior Managerial responsibility?

Applications are invited from people with an appropriate first degree or equivalent vocational qualification, together with relevant employment experience and teaching in further education. Good Management and educationally innovative skills will be sought.

Salary £18,174 up to £20,181 + £282 fringe area allowance.

Generous relocation expenses payable in accordance with County Council Scheme.

For further details and Application Forms please contact The Staffing Officer, Guildford College of Technology, Stoke Park, Guildford, Surrey GU1 1EZ. Closing Date 20th March 1987.

(14667)

GCT

REDBRIDGE TECHNICAL COLLEGE

LITTLE HEATH, ROMFORD, ESSEX, RM6 4XT. TELEPHONE 01 599 5231.

STAFF REQUIRED FOR SEPTEMBER, 1987

The College invites applications from suitably qualified candidates for appointment in the following areas. Graduate status (or equivalent) is expected, industrial/commercial experience would be a distinct advantage, if necessary teacher training can be arranged following appointment.

- English/Communications
- Maths/Computing
- Accounts/Computing
- Secretarial/Clerical Skills
- Technology (Multi Skills)
- Media Studies (Television)
- Fashion/Design
- Theatre Arts
- Electronics
- Construction (Wet Trades)
- Physics/Chemistry
- Sociology/Psychology
- Modern Languages/EFL
- Catering
- Economics/Law
- Cadet/Nursery Nursing
- Management
- Office Technology

The above appointments can be made at the level of Lecturer II, Lecturer I, or Associate Lecturer (Part-time) grades in any of the disciplines specified. Candidates are invited to assess their own competence/experience/qualifications and to apply, stating (a) the subject(s) offered and (b) the level of appointment at which they wish to be considered. It is stressed that permanent part-time appointments will be considered but only at the salary points appropriate to the Lecturer I Grade.

Application forms and further particulars of the College, may be obtained from the Principal at the above address.

(12701)

COLLEGES OF FURTHER EDUCATION

continued

GWYNEDD

COUNTY COUNCIL
CYNGOR SIR GWYNEDD
ADDYSG BELLACH
Coleg Pencraig, Llangefni
Yn eisiau ar gyfer 27 Ebrill 1987:
PENNAETH YR ADRAN ARLWYAETH
i fod yn llyfrifol am gyrsiau arlwyaeth y Coleg a datblygiad yr adran. Bydd hefyd swyddogaeth ymgynghorol i'r swydd o ran chyfrifoldeb am ddatblygu cyrsiau arlwyo yn y Sir. Dylai'r ymgeiswyr fod yn raddedigion (neu gymhwyster proffesiynol cyfatebol) gyda chefndir o ddysgu a gwaith arlwyo. Byddai profiad mewn diwydiant a gwybodaeth o'r Gymraeg yn fanteisiol. Cyflog yn unol a Graddfa Addysg Bellach Burnham I Pennaeth Adran Graddfa I - £12,306 - £14,016.
The above is an advertisement for the post of Head of Catering Department Grade I).
Yn eisiau ar gyfer 27 Ebrill 1987, neu cyn gynted ag sy'n bosibl wedi hynny:
DARLITHYDD MEWN ASTUDIAETHAU IECHYD.
I ddysgu ar gyrsiau galwedigaethol a chyn-alwedigaethol yn maes iechyd a gwyddoniaeth. Dylai fod gan yr ymgeiswyr radd mewn gwyddoniaeth neu gymwysterau nyrsio (RGN). Mae'n ofynnol iddynt fod a chymwysterau dysgu neu brofiad dysgu a bod yn rhugl yn y Gymraeg a'r Saesneg. Cyflog yn unol a Graddfa Addysg Bellach Burnham I Darlithydd Graddfa I - £6,843 - £11,865.
Ffurflenni cais a manylion pellach oddi wrth y Prifathro, Coleg Pencraig, Llangefni, Gwynedd (Ffon: Llangefni 722101). Dyddiad cau: 23 Mawrth 1987.
Required for 27th April 1987, or as soon as possible thereafter: LECTURER IN HEALTH STUDIES to teach on vocational and pre-vocational courses in the health and science field. The applicants should have a degree in science or nursing qualifications (RGN). It is necessary for the applicants to have teaching qualifications or teaching experience and to be fluent in Welsh and English.
Salary in accordance with Burnham F.E. Scale for Lecturer Grade I - £6,843 - £11,865.
Application forms and further particulars from the Principal, Coleg Pencraig, Llangefni, Gwynedd. (Tel: Llangefni 722101). Closing date: 23rd March 1987. (44965) 220026

HEREFORD AND WORCESTER COUNTY COUNCIL

REDDITCH COLLEGE

DEPARTMENT OF BUSINESS AND PROFESSIONAL STUDIES

LECTURER II in MANAGEMENT STUDIES

Required as soon as possible, to teach and tutor a wide range of Management Courses. In particular the successful applicant would be required to conduct seminars in employers premises in both Public and private sector organisations and to market, develop and present short courses. He/She must be capable of establishing industrial and commercial contacts at a senior level.

QUALIFICATIONS

A degree (or its equivalent) in Management or Related studies, together with significant managerial experience. A teaching qualification or successful teaching experience would be an added advantage.

SALARY

Within the Lecturer II range (£8,595 - £13,656) dependent upon age, qualifications and experience.

Further details of this post, together with application form, may be obtained from: The Principal, Redditch College, Redditch, Worcestershire B98 8DW, Tel: Redditch (0527) 68667. (35226) 220026

OXFORDSHIRE COUNTY COUNCIL

WEST OXFORDSHIRE TECHNICAL COLLEGE
Holloway Road, Witney, Oxon. OX8 7EE

DEPARTMENT OF ENGINEERING AND SCIENCE

LECTURER II IN AEROSPACE ENGINEERING

Required for 1st September, 1987, to teach Aero Engineering, particularly engines, to Higher Technician level and licence courses. The ability to help teach Maintenance Organisation and Management would be an advantage. Candidates should be well qualified and have relevant aircraft experience.

Salary £8,596 - £13,656.

Further details and application forms from the Principal.

Oxfordshire County Council is an Equal Opportunities Employer. (44700) 220026

NORTH YORKSHIRE

YORK COLLEGE OF ARTS & TECHNOLOGY
Dringhouses, York YO2 1UA

SCHOOL OF TECHNOLOGY

LECTURER I IN ELECTRICAL ENGINEERING

Suitably qualified persons for a full-time teaching post in Electrical Engineering, available from 1 September 1987.

Will be required to teach a range of subjects on City & Guilds Craft courses 201, 232 and 236; to have relevant workshop experience and be familiar with the IEE regulations. Teaching experience or a teaching qualification an advantage.

SAE, please, for details and application forms from the Principal, returnable by 20.3.87. (35063) 220026

OLDHAM

OLDHAM COLLEGE OF TECHNOLOGY
REQUIRED FOR 1st SEPTEMBER
POST 87/1 - SENIOR LECTURER IN ART & DESIGN
To co-ordinate all Art & Design work and be section leader for Arts & Fashion. BTEC experience an advantage.
POST 87/2 - LECTURER II IN FASHION
To co-ordinate work in Manufacturing Fashion. BTEC experience an advantage.
POST 87/3 - LECTURER II IN FOOD & BEVERAGE SERVICE
To co-ordinate 'front of house' activities in our new catering facility.
POST 87/4 - LECTURER I IN HAIRDRESSING
To teach the theory and practice of Hairdressing and related Beauty Studies.
LECTURER I IN BUSINESS STUDIES (2 POSTS)
POST 87/5 - with emphasis on bookkeeping/accounts
POST 87/6 - with emphasis on information processing
POST 87/7 - LECTURER I IN COMMUNICATIONS
Preferred areas social and life skills/retail distribution.
POST 87/8 - LECTURER I IN SECRETARIAL SKILLS
Office Practice, Shorthand, typing and wordprocessing on secretarial and BTEC courses.
POST 87/9 - LECTURER II IN CHEMISTRY
To lead the chemistry section in the Science department.
POST 87/10 - LECTURER I IN ELECTRONICS/ELECTRICAL ENGINEERING
POST 87/11 - LECTURER I IN PRODUCTION ENGINEERING
POST 87/12 - LECTURER I IN COMMUNICATION & CORE SKILLS
THE LEARNING RESOURCES UNIT
POST 87/13 - LECTURER II IN TEACHER TRAINING
A suitably qualified person to join the teacher training team under the direction of the Professional Tutor, and to participate in the teaching of the CGLI Further and Adult Teachers Certificate and to assist with staff development activities in the College.
The post qualifies for movement through the LII bar.
Further details and application forms are available upon receipt of an SAE from the Offices Services Unit, Oldham College, Rochdale Road, Oldham OL9 6AA. Tel: 061-624 5214. (44685) 220026

ISLE OF MAN BOARD OF EDUCATION

ISLE OF MAN COLLEGE OF FURTHER EDUCATION
Homefield Road, Douglas, Isle of Man

Required for September 1987:-

Lecturer I in PEOPLE COMMUNICATIONS AND ORGANISATION STUDIES, to teach on a range of courses from L.C.C. Secretarial to B.T.E.C. Higher National and Certificate in Management Studies Levels.

Applicants should be suitably qualified with relevant management and teaching experience.

Lecturer I in BUSINESS STUDIES required to teach on task centred and pre-professional courses. Applicants should have practical and teaching experience in Communications, Commercial Arithmetic, Background to Business, Office Practice and Book-Keeping.

Further details, job descriptions and application forms for the above post may be obtained from the Principal. Tel: (0624) 23113. Closing date for applications 20th March 1987. (35205) 220026

Polytechnics

Other Appointments

BRISTOL POLYTECHNIC

RESEARCHER A - LEARNING ABOUT AIDS

Salary: £6,582 - £7,371 per annum

Applications are invited from graduates to work with Dr Hilary Homans and Dr Peter Aggleton on a project funded by AVERT (in collaboration with the Health Education Council) to develop participatory approaches to AIDS education. The post is funded for fifteen months in the first instance.

Applicants should possess one or more of the following - a first degree in a relevant subject area, experience of working with participatory approaches to health education, experience of AIDS education within the gay community or elsewhere.

Applicants wishing to discuss the post informally may do so by contacting either of the Project Directors on Bristol 741251, Ext. 33 or 66.

For further details and an application form, to be returned by 20 March 1987 please contact the Personnel Office, Bristol Polytechnic, Coldharbour Lane, Frenchay, Bristol BS16 1QY or ring Bristol 656261, Ext. 2316 or 2299.

Please quote reference number R/132T in all communications.

Avon is an Equal Opportunities Employer and considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation.

County of Avon Education Service. (44915) 260026

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ilea

Working in Education

Application forms and further details of these posts are available from the contact indicated. Note: In the absence of a telephone number enquiries can only be received in writing.

Closing date for all posts is 20th March 1987, unless otherwise stated.

Lecturers

SALARY SCALES are in accordance with Burnham (F.E.) award effective from 1st April 1986 and include inner London allowance.
Lecturer I on an incremental scale £7,953 - £12,975 with a starting point depending on qualifications, training and experience. Then to £13,173 - £14,766
Lecturer II £9,705 - £14,766
Senior Lecturer £13,725 - £15,930 (Bar £16,983)
Principal Lecturer £15,894 - £17,568 (Bar £19,698)
JOB SHARING. All posts grade Lecturer I to Principal Lecturer are suitable for job share. Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for Colleges by Karen Newbury, PS/FHE/EO OPPS, Room 436, The County Hall, London SE1 7PB

BRIXTON COLLEGE
Ferndale Road SW4

Lecturer II in Computing Information Technology
Required as soon as possible to teach a variety of courses including BTEC 4BOZ/Nimbus network experience essential. MS-DOS dBase, PASCAL and/or COBOL a necessary. Please quote **Ref. C/IT.**

Lecturer I in Mathematics/Science
Required from September 1987 a teacher of Mathematics and Physical Science to fill the above vacancy. The successful candidate may be required to teach Mathematics and Physical Science on a variety of courses but will have a particular commitment to working with womens groups.
Applicants must be prepared to spend some time working with Special Needs groups. Please quote Ref. MS/3

Lecturer I in Numeracy/Science
Required from September 1987 a teacher of Numeracy/Science to fill the above vacancy. Applicants should be prepared to spend a considerable amount of their teaching time working with Special Needs groups. Please quote Ref. N/S/4
Application forms from the Applications Secretary at the above address. Please enclose a sae.

CITY & EAST LONDON COLLEGE
[illegible]
Department of Business Studies

Lecturer II BTEC National Certificate Tutor
[illegible] Finance Studies [illegible] Applicants should have experience of teaching on BTEC courses and should be able to offer teaching in one or more of the following modules: Finance, Organisation in its Environment, Public Administration. **Post no. 8621.**
For further information and application form apply to the Vice Principal (Staffing). Tel: 01-638 4171. Please quote appropriate post number. Closing date 27th March 1987

HACKNEY COLLEGE
Hackney College is a large multi-site college serving a wide area of North and East London in the provision of general, pre-vocational and vocational education and training. For some more specialised training the College is also recognised as both a regional and a national centre.

Lecturer II BTEC Co-ordinator
To act as Course Tutor/Co-ordinator for BTEC National Business Studies courses and to teach to one or more of the following areas: The Organisation in its Environment, Finance, Accounting, Business Law, Social Structure, Statistics, Industrial Relations, Information Processing or Marketing. Candidates must have experience of and a commitment to, the integrated approach to curriculum development through course teams and be able to demonstrate organisational and leadership skills. **Ref. 8507.**

Lecturer I English as a Second Language
To join a team of staff providing for bilingual students on a range of courses across the college requiring language support. The duties will be mainly connected with teaching and tutoring students on General Education and YTS courses. **Ref CE63.**

Lecturer I English as a Second Language
To join a team of staff providing for bilingual students on a range of courses across the college requiring language support. The duties will be mainly connected with teaching and tutoring students on Business Studies and Caring courses. **Ref. CE64**

Lecturer I Business Skills
To teach two or more of the following subjects – Word Processing, Computer Literacy, Small Business, Typewriting, Office Practice/Business Workshop Skills, or Book-keeping, on a range of Business Studies courses. **Ref. 8532.**
Application forms and further details obtainable from/returnable to Mrs. A. Yarrow, Hackney College, Kelton House, (Room 218), 89 Mare Street, London E8 4RJ. Tel: 01-985 8484 ext. 234. Please quote appropriate ref. when applying. Closing date 14 days from appearance of advertisements.

HAMMERSMITH & WEST LONDON COLLEGE
[illegible] London W14 9BL

Lecturer II Shopfitting
To teach City and Guilds Shopfitting at Craft and Advanced level. Both practical and theoretical knowledge will be required to be taught. Industrial experience is essential. **Post no. 105**

Lecturer I Painting & Decorating
To teach technology, associated subjects and practical activities in C.G.L.I. 594 Craft and Advanced craft level. **Post no. 209**
Application form and further details are available from the Principal (Appointments) – written requests only please for details, stating post number shown

KINGSWAY-PRINCETON COLLEGE
Department of Languages

Associate Lecturer I (.7)
Required by this multi cultural college as soon as possible to teach French A Level, London Syllabus B, and a limited amount of Italian both A and O. A knowledge of non-literary French syllabus is essential.
The successful candidate will be expected to undertake tutorial and administrative duties.
Application forms and further details from: The Staffing Secretary (T/S), Kingsway-Princeton College, Sidmouth Street, Grays Inn Road, London WC1H 8JB. Tel: 01-278 0541 ext. 248

SOUTH EAST LONDON COLLEGE
Breakspears Building, Lewisham Way, London SE4 1UT. Tel 01 691 6060 (24 hour Answering Service)
Department of Business & Administrative Studies

Lecturer I in Computer Studies
Required as soon as possible to take Student Tutor responsibility in an enthusiastic, hard working team teaching on fully integrated courses within the Computing and Information Technology Division of the Department. Applicants should normally possess a degree or equivalent professional qualification with sound commercial experience of structured program design and COBOL. Practical experience of structured Systems Analysis and Pascal or C coding and the ability to teach Management Techniques and Human Relations as well as Programming. **Ref. BAS84.**

Department of Academic Studies

Associate Lecturer I (0.8) in Drama
An Associate Lecturer (0.8) is required as soon as possible to teach Technique to young adults on Drama and Theatre Arts Foundation courses and GCSE and GCE A level courses. The ability to direct and devise for touring groups and in-house productions and administrative experience are required of the successful candidate. **Ref. AS46.**
Assistance may be given towards household removal expenses.
Further information and application forms may be obtained from the College at the above address. Tel: 01-691 6060 (24 hour Answering Service).

SOUTH WEST LONDON COLLEGE
Centre of Accountancy Studies
Department of Professional Accountancy Studies

Principal Lecturer in Financial Accounting
[illegible] Accountants [illegible] development, consultation and marketing.
Forms of application and further details returnable within 14 days from Deputy Administrative Officer, South West London College, Tooting Broadway, SW17 0TQ. Ref. T344.

Management Studies Department

Senior Lecturer In Information Technology
Required as soon as possible to assume a responsible role in the development and teaching of a variety of courses involving IBM compatible personal computers.
The successful applicant will have experience in Education and industry, be able to teach a wide range of I.T. subjects and will be familiar with commercial applications software.
Candidates will be expected to teach to some or all of the following: Second Career courses, Computer Workshops, courses geared to the I.T. syllabuses of National Examination Board for Supervisory Studies, Certificate in Management Studies, Institute of Personnel Management and some evening courses, together with other courses as arranged from time to time.
Forms of application and further details, returnable within 14 days, from Deputy Administrative Officer, South West London College, Tooting Broadway, SW17 0TQ. Ref. T380.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

DURHAM COUNTY COUNCIL

NEW COLLEGE DURHAM/
HM PRISON, DURHAM

DEPUTY EDUCATION OFFICER — LECTURER II

Applications are invited for the above post. The Lecturer will be appointed to the staff of New College Durham and assigned to HM Prison, Durham.

Candidates should be qualified teachers and preferably have experience of working with adults. Experience of working in HM Prison Establishments will be an advantage.

Further particulars and application forms, returnable by Friday, 20th March, 1987, may be obtained from the Principal, New College Durham, Framwellgate Moor Centre, DURHAM DH1 5ES on receipt of a stamped addressed envelope.

(12716)

Lecturers Grade I

required in the following subjects:

Electronics

To teach Electronics practice and theory to students at first and second year levels of City & Guilds and BTEC courses. Required as soon as possible.

Electrical Installations

To teach Electrical Installation practice and theory to City & Guilds students up to Part III level and EITB Craft and Technician students. Required for 1 May or as soon as possible thereafter.

English & Communications

(2 posts required) — To join a strong team servicing these subjects across the college. The balance of work in one post will be teaching on Science and Engineering courses (required as soon as possible) and the other on Business Studies courses (required 1 September 1987). Ability to teach 'A' level and GCSE would be welcome.

Application forms and further details obtainable from the Principal's Secretary, East Herts College, Turnford, Broxbourne, EN10 6AF (0992-466451). Closing date: 14 days from the appearance of this advertisement.

(12738)

EAST HERTS COLLEGE
TURNFORD, BROXBOURNE
Tel. Hoddesdon 466451

Cornwall College of Further and Higher Education,
Principal: Mr L.P.S. Piper

Applications are invited for the post of

Lecturer Grade I in Computer Studies

in the Cornwall Microelectronics and Computing Centre at the College.

The College is seeking to make this appointment on 1st May or 1st September 1987 and is looking for someone with experience of one or more of the following:

1. Business Application Packages;
2. Programming Languages (COBOL, etc.);
3. Operating Systems (particularly Unix, MSDOS);
4. Teaching computer appreciation to a wide range of non computer specialists

Salary scale: £6,843 to £11,865 per annum

(depending on previous qualifications and experience) with progression to £13,656.

Application form and further details of the above vacancy may be obtained by sending a stamped addressed envelope to the Staffing Office at the College, to whom the completed application form should be returned within two weeks of the appearance of this advertisement.

(13299)

Cornwall College of Further and Higher Education
Redruth, Cornwall TR15 3RD.

UNIVERSITY, RESEARCH AND COLLEGES OF HIGHER EDUCATION APPOINTMENTS AND FELLOWSHIPS ANNOUNCEMENT.

UNIVERSITY OF EXETER

School of Education

Applications are invited for the following posts tenable from 1st September 1987 and related to the substantial increase in initial training numbers given to the University by the U.G.C. Candidates should be well qualified and have successful recent teaching experience in the relevant field.

Lecturer in Primary Education – (Ref No: 3506)
The appointee will be expected to teach primary curriculum work at both BEd. and PGCE levels (7-12 years). Someone with a strength in primary mathematics, able to take responsibility for this work in initial training courses would be preferred.

Lecturer in Physical Education – (Ref No: 3505)
The appointee will join a strong physical education group to work with students on BEd. and PGCE courses in academic and practical areas. A knowledge of current curriculum concerns and an ability to teach a range of practical activities at specialist level is essential. Experience in creative movement and team games will be welcomed.

Lecturer in Educational Studies – (Ref No: 3507)
The appointee will be expected to become actively involved in school-based professional and educational studies work with undergraduate and postgraduate students and experienced teachers. A higher degree in curriculum studies and recent experience of one or more of: multi-cultural educational, personal and social education, information technology and prevocational education advantageous.

Lecturer in Mathematics Education – (Ref No: 3503)
The appointee will join an expanding team of tutors involved in initial and in-service teacher training and be expected to play a major role in the teaching of and the development of the academic mathematics courses in the BEd. A contribution to the professional and school-based components of the BEd. and PGCE secondary courses will also be required. It is further expected that the person appointed will have a partcular interest in mathematics curriculum development.

Lecturer in Art – (Ref No: 3504)
The appointee will be expected to teach painting with historical and critical studies as part of the BEd. course. Of equal importance will be the ability to teach courses in the practice and theory of art education in the Primary school. A contribution to the PGCE secondary course will also be expected.

Commencing salary for all posts will be within the range £8,020 – £15,700 per annum (under review) with placement dependent on age and experience. Salary negotiations for Academic staff currently indicates an immediate 16% increase with a further 7% in March 1988.

Telephone: The Personnel Office (Exeter 263100) for further particulars, quoting appropriate reference number.

Closing date: 27th March 1987.

(14666)

College of St. Mark & St. John

LECTURER II and SENIOR LECTURER in RELIGIOUS STUDIES and PHILOSOPHY

The College invites applications for TWO permanent lectureships within the Religious Studies and Philosophy subject group, from September 1987. One lecturer will specialise in World Religions, the other in *either* Philosophy (history of ideas, philosophy in religion, morality and education) *or* Christian Theology and Church History.

Candidates should have sympathy for working in a Church Voluntary College seeking to relate Theology to a critical awareness of contemporary issues and constructive action on the part of the Churches.

Salary scale: £8,595 - £15,873

Further particulars and application forms are available from the Principal's Secretary, College of St. Mark and St. John, Derriford Road, Plymouth PL6 8BH.

Closing date for receipt of applications will be three weeks from the appearance of this advertisement.

(14617)

LA SAINTE UNION COLLEGE OF HIGHER EDUCATION

The Avenue, Southampton. SO9 5HB
Tel: (0703) 228761

LECTURER II in BIOLOGICAL SCIENCES

required for September 1987. Applications are invited from well qualified graduates with specialisms in Animal Biology or Zoology.

The successful candidate will teach Biology to students following the B Ed Biological Sciences and Diploma in Chiropody courses. Preference will be given to candidates who are qualified teachers with an interest in Primary Science Education. Current LII salary £8,595 – £13,656.

Applications to the Principal from whom further information (no forms) can be obtained. Closing date 20 March 1987.

(14683)

Research & Development in Testing

The expansion of our Testing Services to meet increasing demand from industry, commerce and education has created new career opportunities at our West End offices for

RESEARCH OFFICERS

in our Test and Measurement Research Unit to contribute to the
- review and quality control of C & G test and assessment provisions
- development of competence/performance assessments
- provision of a consultancy service for C & G staff, examiners and assessors on assessment practices and procedures
- provision of a consultancy service for external bodies on assessment-related issues, including undertaking research projects on their behalf.

You should have
- a degree, preferably in Psychology
- a working knowledge of statistical methods including the fundamentals of test theory
- preferably some experience in the development and validation of achievement measures
- some knowledge of current assessment trends

Salaries for all posts negotiable from £9,500 to £16,000 according to age and experience.

Please send CV to Personnel Officer, City & Guilds of London Institute, 76 Portland Place, London W1N 4AA by 20 March 87.

City and Guilds
C+G

North Cheshire College

Cheshire Education Committee
North Cheshire College
WARRINGTON

LANGUAGE, LEARNING TEACHING SCHOOL TEACHER FELLOWSHIPS 1987-88

Eight Fellowships are available to teachers of English and Primary teachers with special interest in Language Development.

Approved by the DES Schoolteacher Fellowship Scheme the Fellowships are one year; full time appointments at the Cheshire Language Centre based at the College's *Padgate Campus*.

The work undertaken by Fellows is planned in close collaboration with Local Education Authorities. A very effective network for teacher advisors and action research has now been established using the resources of the Language Centre.

Each fellow benefits considerably from belonging to a team which currently numbers thirteen full time, seconded teachers.

Under the new provision for in service training the scheme remains eligible for grant aid from the Department of Education and Science.

Applications are now invited for the academic year 1987/88.
Details from: Secretary, Cheshire Language Centre, North Cheshire College, Padgate Campus, Fearnhead, WARRINGTON WA2 0DB.

Closing date: Monday, 23 March 1987.

(14681)



BLACKBURN COLLEGE

An Institution of Tertiary and Higher Education

An Institution of Tertiary and Higher Education
Feilden Street, Blackburn BB2 1LH

SCHOOL OF BUSINESS AND SECRETARIAL STUDIES

SENIOR LECTURER IN BUSINESS STUDIES

(Re-advertisement) (Ref: B85)

Applications are invited from suitably experienced candidates who have an appropriate degree or professional qualification for the above post. The successful candidate will be required to teach to BTEC First in Business Studies and CPVE Courses and take responsibility as section head for this area of work.

(Previous applicants need not reapply, their applications will be reconsidered)

SALARY: £12,615 – £14,820 – £15,875

APPLICATIONS FORMS:

Application forms and further details can be obtained from the Vice-Principal (Resources) at the College on receipt of a 9 × 6 Stamped Addressed Envelope to whom they should be returned not later than 1[illegible] March, 1987.

LANCASHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER

Adult Education

CHESHIRE EDUCATION COMMITTEE

Experienced ADULT EDUCATOR to co-ordinate the delivery and development of district wide adult education programmes, within the context of a community education policy, dependent on an explicit partnership with the College of Further Education, voluntary sector providers, schools and community. Supervisory experience and the capacity to work developmentally are essential. F.E. conditions, salary HOD II.

Application forms and further details from District Education Officer, Grosvenor House, Shopping City, Runcorn, Cheshire WA7 2ED. Tel: Runcorn 704300.
(44665) 380000

Assessment Centres

CAMBRIDGESHIE

Equal Opportunity Employer

SALTERS OBSERVATION AND ASSESSMENT CENTRE,
Welmore Road, Glinton, Peterborough PE6 7LU

Required for September, 1987:-

Scale 4 Teacher-in-Charge of the Education Centre at this Social Services establishment. Applicants should have experience of working with difficult pupils in either special or mainstream schools.

Possible housing assistance.

Further details and an application form available from the Senior Area Education Officer, Education Offices, Touthill Close, City Road, Peterborough PE1 1JU (s.a.e.) to be returned by 20th March, 1987. (44638) 420000

ST. MARY'S COLLEGE Strawberry Hill, Twickenham

St. Mary's College is a Roman Catholic College of Higher Education and offers undergraduate courses leading to two-subject BA, Bed and BSc Honours degrees of the University of Surrey, as well as to a variety of postgraduate courses. The College has about 1200 students of whom approximately half are *registered for BA/BSc degrees and half for the BEd degree and* the PGCE.

Whilst applicants must meet the specific requirements outlined below, recent substantial and successful school teaching experience would be advantageous. Commercial or industrial experience could also be advantageous.

DEAN OF TEACHING STUDIES
(Head of Department, Grade VI).
Applications are invited from well qualified people for this *newly created post. The successful applicant will be expected* to lead and initiate College policy in relation to teaching studies and to contribute to either the Junior or Secondary BEd and PGCE courses. The College also offers a range of MAs and Diplomas for practising teachers.

LECTURER IN RELIGIOUS STUDIES
(LII/SL).
Applicants, with extensive Junior school or Secondary school experience, should have a relevant first degree and preferably a higher degree. Expertise in the teaching of World Religions, or Religious Education to children with special needs, or Religious Education in a multicultural context or first hand experience in teaching Religious Education as part of 16+ initiatives would be advantageous.

LECTURER IN MATHEMATICS
LII/SL).
Applicants should have a higher degree and be able to teach third year undergraduate courses in some areas of applicable Mathematics such as Numerical Analysis, Operations *Research or Mathematical Theory of Computing.* An active involvement in research would be advantageous.

LECTURER IN EDUCATION
(LII/SL).
Applicants should preferably have a higher degree in Education and must have recent, substantial and successful teaching experience in Junior/Middle or Secondary schools. Expertise in the areas of Special Needs or Multicultural Education would be advantageous.

LECTURER IN EDUCATIONAL COMPUTING
(LII/SL).
Applicants should have a first degree and preferably a further qualification in the field of Educational Computing. They should also be experienced in the use of computers in schools at both Junior and Secondary levels.

LECTURER IN ENGLISH LANGUAGE
(LII/SL).
This appointment is for a three-year, fixed contract.
Applicants should have a first degree in English and a higher degree in the field of *language studies. Professional experience* in the field of TEFL/TESL would be advantageous.

Appointments will commence on 1st September 1987.
Salary Scale: Burnham FE/HE Plus London Allowance.
Closing date for receipt of applications: 20th March 1987.
Further details from:

The Principal,
St Mary's College,
Strawberry Hill,
Twickenham,
Middlesex TW1 4SX

(12718)

Education Department

Lecturer II/Senior Lecturers (3 Posts)

North Riding College, Scarborough

Salary: Lecturer II/Senior Lecturer £8,595 - £15,873 (full scale), depending upon experience.

The College, concerned principally with initial and in-service for the Primary age-range, seeks to make the following appointments from September 1987.

Education and Professional Studies:
(a) Early Childhood Education
(b) Reading and Language
(c) Curriculum Studies.

Further particulars and application forms from: The Principal (Appointments), North Riding College, Filey Road, Scarborough, YO11 3AZ.
(Telephone: Scarborough 362392).
Closing date Friday, 20th March, 1987.

(12760)

NORTH YORKSHIRE COUNTY COUNCIL

Youth and Community Service

HAMPSHIRE

MILL CHASE COMMUNITY SCHOOL
Bordon, Hampshire GU35 0ER
Required 1st September 1987 Community Warden. Salary £13,398 - £15,102, Burnham F.E. H.O.D. II. N.J.C. conditions of service. Successful experience in education and leisure management would be a recommendation.

Further details and an application form are available from the Administrative Officer at the School (s.a.e. please).

Closing date 23rd March 1987.

The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(44633) 440000

CAMBRIDGESHIRE

(Equal Opportunity Employer)

YOUTH WORKER (QUALIFIED)

Readvertisement - Previous applicants will be reconsidered

REQUIRED AS SOON AS POSSIBLE FOR A CHALLENGING DEVELOPMENT IN THE CITY OF PETERBOROUGH (EAST) to promote and develop services for young people, within a Community Educa*tion philosophy*. Salary Scale Burnham FE L1.

Possible housing assistance.

Further details and an *application form* available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1JU to be returned by 20th March 1987.
(49980) 440000

Hounslow

Spring Grove Community Education Centre
Thornbury Road
Isleworth
Middlesex
TW7 4HG Tel: 568 3697

Required for September 1987 or earlier if possible:

Senior Organiser

In charge of the Centre's Ethnic Minorities Section, responsible mainly for E.S.L. and related tuition. The successful candidate will be one of a management team each responsible for a Section of the Centre's varied and Borough-wide service. The four Senior Organisers also share management of more local mainstream continuing education.

The post calls for experience and commitment in managing and developing a wide range of educational work in this heavily multicultural borough, and the capacity to join a team to share the development of this large and diverse centre.

Salary Scale Burnham F.E.L. II/Senior Lecturer, plus Outer London Weighting.

F.E. Conditions of Service.
Application form and further details from Head of Centre.
Closing date within 2 weeks.

(14669)

Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

Youth Service

Application form/details from/to Mr A. J. Drainey, District Youth Officer, Community Education Centre, *55 Union Street, Chorley*, Lancs (SAE please). The closing date is 19th March, 1987.

Re-Advertisements

DISTRICT YOUTH SERVICE
Chorley

Required as soon as possible

TWO POSTS (BOTH JNC RANGE 3)

QUALIFIED YOUTH WORKERS

(1) (For Eccleston) *(Points 2-6)* £9,309–£10,401 *per annum* – to work in rural area in the west of the district. Duties include work with young people in the 15-19 age group, professional leadership of a team of part-time workers, responsibility for a small youth building and work with *a school*.

(2) (Points 1-5) £9,054–£10,122 per annum – to be seconded to the Liverpool Catholic Archdiocese Youth Service to work with young people in parishes in the Chorley district. Temporary post until 31st January, *1989*.

(14692)

BOROUGH OF SOUTH TYNESIDE

South Tyneside is an Equal Opportunities Employer and applicants are considered only on the basis of suitability for the job.

EDUCATION DEPARTMENT
Youth and Community Service
Youth and Community Worker
***(Euryalus PHAB Club – Jarrow)* £9,054-£10,122pa**

The person appointed will be responsible for the administration, organisation, supervision and development of the PHAB Club and its activities. Candidates must have an *empathy* for working with those who are physically handicapped and must be in possession of a current full driving licence.

Applicants must be qualified in accordance with the terms of the J.N.C. Report for full-time Youth and Community Workers.

Salary and conditions of service are in accordance with the J.N.C. Report.

Application forms can be obtained from the Chief Personnel and Management *Services Officer*, Westoe Hall, Westoe Village, South Shields (Telephone Tyneside 4554968) and should be returned by Noon on Friday 20th March 1987.

(14659)

EDUCATION DEPARTMENT

Applications are invited from suitably qualified candidates for the newly established post of

CO-ORDINATOR OF COMMUNITY EDUCATION

Salary: Soulbury Head Group VIII
Conditions of Service: N.J.C.
Starting Date: 1st September, 1987

This post will include responsibility for the *development of community education provision* in all the Authority's schools and colleges and in non-institutional settings and will also involve oversight and co-ordination of developments within the fields of adult and continuing education and the youth service within the wider concept of community education.

The Co-ordinator will be a member of the Authority's Advisory Team and will contribute to the work of the Education Management Team.

This is a new and challenging post which offers considerable scope for a community educator of vision, energy and relevant experience.

Application forms and job description available from the County Personnel Officer, (Tel. Mold 2121, Ext. 2435) to be returned by 20th March 1987.

J.A. DAVIES
County Personnel Officer

(14671)

CLWYD COUNTY COUNCIL

Leisure Services/Youth and Community

Assistant County Youth and Community Officer (North)

£15,039-£16,260 p.a.

Applications from suitably qualified and experienced youth work practitioners are required, particularly in the area of rural and urban youth work for this senior post which becomes vacant on 1 May following the promotion of the present post holder. Reorganisation *of the service was agreed* in September 1986 and an experienced officer is required to assist with the implementation process. The successful candidate will have responsibility for half of the Youth Service provision of the County, i.e. in the areas of Bassetlaw, Newark, Gedling, Ashfield and *Mansfield*, will be responsible to the Director of Leisure Services through the Assistant Director (Youth and Community), will be a member of the Management Team of the Youth and Community Division and will have a corporate responsibility for meeting the aims and objectives of the Youth and Community Service.

Relocation expenses where appropriate.

Request for application form and job description should be made in writing to the Personnel Services Section, Leisure Services Department, Trent Bridge House, Fox Road, West Bridgford, Nottingham, accompanied by a self addressed envelope. Closing *date 20 March. Please quote ref. VB/1/145.*

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

YOUTH WORKER

Riverside Youth Centre, York Place, London Road, Walcot, Bath

Salary: Scale JNC3 (4-8) £9,846 – £11,046

A Youth Worker is needed to develop work with young unemployed people in the area many of whom are Afro-Caribbean.

Applications are particularly encouraged from workers of Afro-Caribbean origin.

Applicants should be qualified in accordance with JNC Conditions of Service for Youth Workers and Community Centre Wardens/Workers.

Application by form only, available with further details from the Director of Personnel Services, PO Box 270, Avon House, The Haymarket, Bristol, BS99 7HE, or telephone Bristol 298565 (Ansafone on this number after office hours).

Please quote reference number CML/1486/CO when asking for forms which must be returned by 27th March 1987

Community Leisure Department

(12707)

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation.

Avon COUNTY COUNCIL

Youth and Community Worker

(ACTIVITIES) £9,054-£10,122

A new post has been jointly funded by the Reading Activities Centre Management Committee and the Sports Council for a person to develop a range of sporting and recreational activities, particularly for young people, and to facilitate community involvement. The Reading Activities Centre uses specialist activities as a vehicle for social education and currently has a membership of 350 young people, participating in badminton, fencing, swimming, roller hockey, canoeing, canoe building, youth theatre, youth orchestra, steel band and model car racing

The closure of two on site comprehensive schools in July 1986 has released additional premises, including a *gymnasium*, sports hall, hard courts and playing fields, which are managed by the centre. A Youth and Community Tutor co-ordinates the work. The site is shared with a College of Technology and a section of the adult college

Comprehensive In Service training and personal supervision. Removal expenses in approved cases.

For informal discussion, telephone Mrs Jennie Hills, Youth and Community Tutor on Reading 61506 or Nigel Shaw, District Youth and Community Officer on Reading 587260

Application form and job specification from Director of Education (YCS) Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE PLEASE).

Closing date 23rd March.

An Equal Opportunity Employer

Royal County of Berkshire

EMIRATES BANKERS TRAINING INSTITUTE
Sharjah
UNITED ARAB EMIRATES

Invites applications from suitably qualified persons for a position as teacher of English language.

Qualifications and experience required:

1. Degree plus a minimum of 6 years teaching experience preferably in business/banking ESP

   OR

   Masters degree in TEFL, TESL or applied linguistics plus a minimum of 3 years teaching experience as above.
2. Experience in the Middle East and production of written texts in business/banking English will be an advantage.
3. Applicants to be below 50 years of age.

Terms and conditions:

1. Salary Dirhams 72,000/115,200 per annum with annual increments of Dirhams 450 per month subject to satisfactory performance. Initial contract for 2 years renewable yearly.
2. Fully furnished accommodation provided.
3. Annual leave entitlement of 45 days with tourist class air fares to country of recruitment for self, wife and up to 3 children under 18 years of age.
4. Full medical cover provided for self and family as above.
5. *Educational allowance* of up to 15% of basic salary payable for children under 18 years of age attending schools in UAE.
6. Transport allowance and other fringe benefits include a Technical Allowance of 10%/25% of monthly salary.
7. End of Service grant equivalent to 1½ months basic salary for each completed 1 year of service.

Fully documented applications to be submitted to:

Mr Abdulla A Uqba, Deputy Director, Emirates Bankers Training Institute, c/o Mr J H Storer, FCIB, The Middle House, 24 Park Lane, Southwold IP18 6HL, Suffolk.

to arrive by NOT LATER than 16 March. It is essential to include a telephone number for contact since selected applicants will be invited to LONDON for interview on 20 or 23 March. Exact venue in London to be notified.

(14606)

AIGLON COLLEGE SWITZERLAND

HMC, 260 Boys and Girls, 11-18

Housemaster of Junior Boys' House

Applications are invited for the post of Housemaster (age approximately 30-40) of a new Junior Boys' House to be opened in September 1987. It is intended that this House will be expanded into a unit of approximately 55 boys and girls aged 10-13. It is therefore a post which calls for considerable boarding school experience with children of this age, and enthusiasm and initiative in developing a new venture.

The successful applicant will be married and his wife, who will be expected to share responsibility as Housemother, would ideally have appropriate training/experience.

The post of Housemaster will be combined with a reduced teaching programme and it may also be *possible to offer some teaching to the Housemother.* The most useful subjects are likely to be Geography, Mathematics, and Modern Languages.

Apply in own hand, with curriculum vitae, copy testimonials, two referees and phone numbers (own and referees'), to: The Headmaster, Aiglon College, 1885 Chesieres-Villars, Switzerland. Tel. (010 41) 25 35 27 21.

(13206)

YOUTH & COMMUNITY
continued

CAMBRIDGESHIRE
COUNTY COUNCIL
(Equal Opportunities Employer)
Required as soon as possible.
Community Education Tutor - Salary Burnham FE L1

As a result of the recent review of Community Education by the County Council a post is to be established in *Wisbech as part of Cambridgeshire* greater emphasis on work with young people.

Applications are invited from persons suitably qualified and experienced in Youth and Community Work for this position which will require imagination, flair and commitment to working with young people.

Possible housing assistance.

Further details and an application form available from the Senior Area Education Officer, Education Offices, Touthill Close, City Road, Peterborough PE1 1JU to be returned by 20th March 1987. (49949) 440000

LIVERPOOL
LIVERPOOL PLAYHOUSE
Requires ASSOCIATE DIRECTOR (Youth Policy). The Youth Policy covers a wide range of projects including young writers workshops, schools workshops, technical courses for young people and youth theatre productions. *The programme aims to introduce* theatre and theatre skills to as many young people as possible throughout Merseyside. Energy, determination and a commitment to extending the impact of the theatre within the community are essential qualities for the successful applicant.

For further details please contact Sharon O'Toole, Liverpool Playhouse, *Williamson Square, Liverpool* L1 1EL. Tel: 051-709 8478. Closing date for applications 16th March. This is a re-advertisement and previous applicants need not apply.

The Liverpool Playhouse is an Equal Opportunities Employer: we welcome all suitably qualified job applicants regardless of sex, race, creed or physical disability. (35257) 440000

NORTH YORKSHIRE

EDUCATION DEPARTMENT

COUNTY YOUTH SERVICE

YOUTH TUTOR

Applications are invited from qualified teachers with youth work experience for the post of Youth Tutor, Burnham Scale 3, at Easingwold School, York Road, Easingwold, York. The post is available from 1 September 1987.

Application form and further particulars (SAE please) from the County *Education Officer*, Room 600, County Hall, Northallerton DL7 8AE. Closing date 18.3.87. (35071) 440000

NORTHERN IRELAND
RESIDENTIAL EDUCATION INSTRUCTOR
Required by YMCA National *Centre, Newcastle, Co Down,* Northern Ireland. Must be qualified in at least 2 relevant disciplines and teacher/youth leader qualifications.

Salary: YMCA Grade 2 Point 1.

Closing date for application: 27th March 1987.

Details: National Secretary, 152 Lisburn Road, Belfast BT9 6AJ. Tel: 0232 669385. (49942) 440000

WEST YORKSHIRE
NORTHORPE HALL TRUST GROUP WORK AND FAMILY WORK
Northorpe Hall Trust a voluntary organisation need someone to work with young people who are in trouble and their *families.*

Salary £7,881 - £10,869.

Further details from Mike Harrison, Northorpe Hall Trust, Northorpe Lane, Mirfield, W. Yorks. Tel: (0924) 492183. Summer 1987 *qualifiers* will be considered. (44827) 440000

SHROPSHIRE
COUNTY COUNCIL

YOUTH SERVICE

Applications invited from experienced youth workers to research needs and develop work with young people at:

PARADISE YOUTH CLUB, MADELEY, TELFORD

The person appointed will want young people to participate in the organisation of their Club and be capable of developing a programme of social and political education.

Person appointed will work in the South Wrekin District Team.

INSTEP approved Staff Development Policy.

Salary JNC Range 3, pts. 2-6, £9,309 to £10,401 + £414 for approved additional qualifications.

Further details, job description and application form from County Education Officer (STA/115), Shirehall, Shrewsbury, Shropshire SY2 6ND *(SAE). Tel: 0743 254406.*

Closing date: 20th March, 1987.

An Equal Opportunity Employer. (44897) 440000

Overseas Appointments

APPLICATIONS FOR CANADIAN exchange appointments now being considered for one year commencing September 1987. Return air fare, personal allowance and normal salary paid. Primary, Secondary, Special, *Further and Higher* Education areas considered. Send SAE to LECT, Seymour Mews House, 26-37 Seymour Mews, London W1H 9PE for further details and application forms. (44769) 460000

AUSTRALIA
AUSTRALIA EXCHANGE *PRIVATE GIRLS' SCHOOL* Perth
Geography Teacher, Female, interested in 6 months Exchange January/July 1988 with Male/Female 'A' level Teacher.

Details from Ms. C. Harrison, 38 Drew Rd., Perth WA 6153. (00873) 460000

AUSTRIA
SUMMER JOB IN AUSTRIA
English Language teaching to Austrian and German children (age 10-19) in our English Language Camps in Obertauern, *Mauterndorf* and Abtenau. TEFL-Diploma required, minimum age - 21.

Information - Young Austria, Alpenstrasse 108A A-5020 Salzburg. Tel: 0662 257580. (35251) 460000

FRANCE
ADULT EDUCATION CENTRE
Urgently requires English *Teacher.*

Initial contract April 87 - July 88, to run resource centre. Native speaker. Experience, degree and good French necessary.

TEFL desirable.

Apply with C.V. - CEL/217 avenue Pierre Brossolette/B.P. 710/10002 Troyf Codex/France. (44818) 460000

GREECE
Experienced EFL teachers, University or College graduates are required.

One-year or longer-term contracts.

Please send C.V.-photo-degree copies to: S.G. Strategakis, 24 Prox. Koromila St., 546 22 Thessaloniki, Greece. (37545) 460000

GREECE
Qualified English teachers needed to teach at SKOURAS School of foreign languages, 7 Miltiadou Str., 67100 Xanthi, Greece.

Send: cur. vitae, photo, phone number. (44764) 460000

TEACH IN THE CARIBBEAN

Abraham Lincoln School, Central Romana Corporation, La Romana, Dominican Republic. Required for September 1987 for this 4-18 private co-educational school.

Primary Infant School (4–11 years)

Teacher of 6–7 year olds — Reference P1
Teacher of 7–8 year olds — Reference P2
Teacher of 9–10 year olds — Reference P4
Teacher of 10–11 year olds — Reference P5

A post of responsibility for Maths, Science and Social Studies may be available with any of the above posts.

Secondary School (11–18 years)

Teacher of English — Reference E1
Teacher of Chemistry — Reference C1
Teachers of Physics — Reference Ph1
Teacher of Mathematics and Computing — Reference M
Teacher of Art and Technical Drawing — Reference A
(Dark room experience an advantage)

Both married and single candidates *considered but married teaching couples* preferred. Contracts initially for two years. Competitive salaries. Benefits include: Air-fares at beginning and end of contract, free furnished accommodation, baggage allowance, settling-in allowance, medical scheme, annual bonus, membership of company club (amenities include swimming-pool, cinema, restaurant bar) as well as access to the many sports and leisure facilities owned by the company (tennis, golf, squash, water-sports, horse-back riding, etc.)

The Dominican Republic which occupies the eastern half of the Caribbean island of Hispaniola, enjoys an excellent climate, low taxation and a low cost of living. Apply with letter of application, curriculum vitae, a recent photograph and the names, addresses and telephone numbers of two referees, one of whom should be your present employer. It is also important to give a *telephone number* where you can be reached during March 23-27. Interviews will be held in London the first week in April. Applications to be sent to Mr. H. Magee, Headmaster, c/o 4 Harold Lees Road, Heywood, Lancs OL10 4DW. Closing date for applications March 20. Please write reference *code for the post on the outside of your envelope.*

DUBAI COLLEGE
ESTABLISHED (1978) BY EMIRI DECREE

Dubai College is a British style, co-educational, secondary school of some 400 pupils, conveniently situated in a purpose built complex with lavish educational and recreational facilities.

Small classes in the age range 11-18, taught by graduates of British universities, follow a curriculum leading to GCSE, London University *(Home Centre), GCE 'A' levels, and university entrance.*

Specialist, British trained graduate teachers are invited to apply for the following posts for September 1987:

HEAD OF ENGLISH
HEAD OF HISTORY
TEACHER OF DRAMA
with some English (or other subject)
TEACHER OF HISTORY
TEACHER OF PHYSICS, CHEMISTRY AND MATHEMATICS
(mostly fourth and fifth forms)

Substantial experience is required for the Head of Department posts above. A minimum of two years experience for the assistant posts. For all posts GCSE training would be a great advantage.

An initial three year contract provides for generous salaries, currently tax free, and Gulf-type conditions of service, including terminal gratuity, fully furnished, air-conditioned accommodation, and return air fares to London for summer holidays.

Letter of application, in own *handwriting, accompanying a full cv,* with names and addresses of two referees and, if possible, a recent photograph, should be sent to: Dubai College, c/o 6th Floor, Tower House, 100 Brompton Road, London, SW3 1ER, to arrive before 18 March. Interviews in Britain on 8, 9, 10 April. Further particulars about school, the posts and the area will be sent to short-listed candidates.

Brillantmont
Lausanne Switzerland

Paces Recruitment Consultants *offer exciting* opportunities to female graduates aged between 24-34 to teach in Switzerland exceptionally a married teaching couple will be considered.

Vacancies exist to teach the full curriculum to a level in the following subjects:

BIOLOGY
HISTORY
ENGLISH

Salary 26,400 Swiss Francs per year.

The school requires teachers to teach 16-20 periods per week with 1-2 nights supervision of boarders per week and 2 out of 3 week-ends.

If you are a young *energetic teacher* and wish to be considered for one of these posts please send a large stamped addressed envelope to Dept. L. Paces, 6B, Eccleston Gardens, St. Helens, WA10 3BN. Closing date 23rd March 1987.

(12769)

United World College of the Adriatic, Trieste, Italy
Appointments September 1987

HISTORY International *Baccalaureate* Higher and Subsidiary Level. European Option.

MATHEMATICS IB Higher and Subsidiary Level. Sound teaching experience essential. Teaching language English. College salary scale. Free accommodation and removal expenses form part of remuneration. Applications with C.V. and names of confidential referees immediately to Headmaster, UWC Adriatic, Duino (TS), Italy. Tel (40) 208822 Tx 461218.

(14660)

MINISTRY OF DEFENCE

SERVICE CHILDREN'S EDUCATION AUTHORITY

Senior Teaching Appointments

IN

West Germany, Cyprus and Brunei

The Ministry of Defence invites applications from suitably qualified and experienced individuals for the following posts which are to be filled from the Autumn Term 1987.

Headteacher
Gloucester Secondary School, Hohne, West Germany, (Group 9)
An appropriately qualified and experienced teacher is required for the post of Headteacher. Gloucester School has approximately 670 pupils on roll. The majority of pupils are aged *11-16* but there is a small sixth form of approximately 35 students following well established CPVE courses.

***Deputy* Headteacher**
Cornwall Secondary School, Dortmund, West Germany, (Group 9)
An experienced graduate teacher with substantial experience as a senior postholder in comprehensive schools is required to complete the senior management team. Candidates must have proven administrative and organisational skills and have already displayed high qualities of leadership.

Deputy Headteacher
Lister Primary School, Hertford, West Germany, (Group 6)
A suitably qualified and widely experienced teacher is required for this large, traditionally built school. The successful candidate is likely to have had previous Deputy Headship experience or held a senior *post of responsibility.*

Headteacher
Dhekelia Primary School, Dhekelia, Cyprus, (Group 4)
The successful candidate will possess a wide experience of teaching and administration, combined with leadership skills to cater for curriculum innovation, and work closely with 11 well motivated staff. *The school roll is presently 234.*

Headteacher
St. Michael's Primary School, Nicosia, Cyprus, (Group 2)
A suitably qualified and experience teacher is required for this well resourced primary school. The school roll is currently 61, organised into 3 classes.

Deputy Headteacher
Berakas Primary School, Brunei, (Group 3)
A mature and experienced teacher, who will be responsible for teaching top infant/lower juniors with a bias towards infant classes, is required for this small primary school.

Salary is in accordance with the current Burnham Pay Scales. In addition, the London Area allowance *currently £1,110* per annum is payable.

Superannuation normal rights are safeguarded.

Accommodation is *normally provided rent free.*

Duration of engagement initially for a period of 3 years.

All applicants should normally be resident in the United Kingdom.

The Civil Service *is an equal opportunities employer.*

Requests for an application form and further details should be made to:

Ministry of Defence
CM(S) 1d3
Room 8/05
St. Christopher House
Southwark Street
London SE1 0TD
or by telephone 01-921 2116

SCEA

The closing date for completed application forms is Friday 27 March 1987.

THE BRITISH INSTITUTE OF FLORENCE

with assistance from the Leverhulme Trust is to appoint a

TEACHING/ RESEARCH FELLOW IN ESP

Appointment for a minimum period of 2 years to begin as soon as possible.

Full post description and application forms available from: Patrick Humphries, *Director of Studies*, The British Institute, Via Tornabuoni 2, Florence. Tel: (055) 284033.

(14605)

OVERSEAS POSTS
continued

HONG KONG
ST. PAUL'S CO-EDUCATIONAL COLLEGE
Requires qualified graduate EFL and/or English Literature and/or Religious Education teachers to teach pupils aged 11-18.

Contracts for 2 years from August, 1987.

Salary - From HK$7,425 or HK$14,900/month (£1 = HK$11.8 approx.) depending on qualifications & experience.

Benefits include housing, passage & terminal gratuity.

Applications with curriculum vitae & recent photograph to be sent to: The Principal, St. Paul's Co-educational College, 33 Macdonnell Road, Hong Kong.

Interviews in London late April. (44795) 460000

ITALY
ROME
International Day School with English Curriculum requires for September 1987 well qualified *teachers, preferably with two* years experience, for the following posts:

A. Chemistry Teacher to GCSE and A Level.

B. Junior Teacher for vertically grouped class.

C. *Humanities or History* to GCSE and History to A level.

Applications by express letter, giving C.V., telephone number, names and addresses and telephone numbers of 3 referees to The Chairman, The New School, via della Camilluccia, 669 00135 Rome, Italy. Closing date of applications 30th March. Interviews beginning of April. Candidates selected for interviews will be informed by the 2nd April.

65 (31595) 480000

Post Overseas

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's Aid Programme to developing countries

Rwanda

Adviser in ESP/EAP, Ministry of Higher Education

Duties: as part of the current reform of Higher Education, the appointee will survey EAP teaching at the National University of Rwanda and other tertiary establishments; draw up a plan to co-ordinate EAP in higher education institutions studying the relationship between ESP in secondary education and EAP courses at tertiary level; advising EAP teachers on teaching materials; advise on the role of EAP; and advise on EAP training.

Qualifications: candidates must be UK citizens with a British educational background with a first degree and a Masters degree in TEFL/Applied Linguistics, at least 5 years' *ELT experience including tertiary level* ESP/EAP in Francophone Africa; good spoken and written French are essential; driving licence is necessary.

Salary: *£12,258-£17,093 p.a. free of UK income tax.*

Overseas Allowances: £610-£3,753 depending on salary and marital status.

Benefits: salary free of UK income tax; free family *passages*; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; baggage allowance; medical scheme; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

Date of appointment: March 1987 or as soon as possible thereafter.

Contract: with the British Council for two years initially.

Closing date for applications: 19 March 1987.

Reference: 86 K 145 T

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

The British Council

AIGLON COLLEGE SWITZERLAND
HMC, 260 Boys and Girls, 11–18

Art & Design

Applications are invited for the post of Head of Art and Design, to be taken up in September 1987.

The successful applicant will have already taught across the age range 11–18 including GCSE/'A' Level and will also have 3-dimensional experience (Ceramics and Sculpture).

Applicants must be prepared to respond to the challenges of working in an international community, and to make a full contribution to the life of the School, in which care for the individual and *spiritual values* are stressed. Boarding school experience an advantage. The post may be residential.

Apply in own hand with curriculum vitae, copy testimonials, two referees and phone numbers (own and referees') to:

The Headmaster,
Aiglon College,
1885 Chesieres-Villars,
Switzerland.
Tel: (010 41) 25 35 27 21.

(14610)

MINISTRY OF DEFENCE

SERVICE CHILDREN'S EDUCATION AUTHORITY

Vacancies for Infant Teachers – September 1987

SCEA invites applications from qualified and experienced teachers to fill a significant number of INFANT POSTS (and a smaller number of Junior Posts).

Initial appointments are usually made at Scale 1, but a few vacancies in posts of responsibility will occur. Although contracts are initially for three years, these are renewable subject to satisfactory performance, and many teachers stay with the Authority for considerable periods, achieving substantial advancement within it.

The bulk of appointments will be in Germany, but a small number of teachers will be needed in Cyprus, Hong Kong and Gibraltar. Applicants may specify the overseas area(s) in which they are interested, although those including Germany in their choices are more likely to enhance their chances of being selected for interview and possible subsequent appointment.

SCEA *primary schools are very well equipped, generously staffed,* and designed in every way to reflect the best of contemporary UK practice. An advisory service and excellent programme of in-service training ensures that the SCEA teachers remains professionally *up-to-date and fully in touch with developments in the UK.*

VACANCIES FOR MIDDLE AND SECONDARY TEACHERS SEPTEMBER 1987

S1 Head of English and Drama
Scale 3 – King Richard School, Cyprus
An enthusiastic English graduate required to take responsibility for the further development of both subject areas and library administration. The successful candidate will need to demonstrate the professional vision and drive needed to guide the department through the present period of rapid chance.

S2 Art & Design
Scale 1 Gloucester School, Hohne
A post which requires the ability to teach all aspects of the subject throughout the school and to manage the ceramics area of the department. The appointed candidate will be a group tutor and be able *to display qualities of professionalism beyond the immediate* specialist demands.

S3 Art & Design
Scale 1 Kings School, Gutersloh
An experienced teacher is required having a flexible approach and capable of teaching to 'A' level. Knowledge of 3 dimensional processes and techniques would be advantageous together with a willingness to develop curricular links with graphical communication and CDT.

M1 Class teacher
Scale 1 – St Christopher's Middle School, Gibraltar
A lower school teacher required with experience of open plan organisation. The successful applicant will be able to offer Music or PE. Nautical skills advantageous.

S4 – Mathematics
Scale 2 – St John's School, Cyprus
A demanding post requiring a graduate in Mathematics with at least 5 years experience to 'A' level. Preference given to candidates who can demonstrate a knowledge of computing.

S5 Science
Scale 1 – Windsor School, Rheindahlen
4 teachers are required in this department of 18. The appointed candidates will have experience of mixed ability Integrated Science in years 1 to 3. They will be capable of teaching 2 specialised subjects to exam level.

S6 Business Studies
Scale 1 – Windsor School, Rheindahlen
A teacher is required with a wide range of skills in Business Studies subjects. Familiarity with CPVE and BTEC would be advantageous.

S7 Computer Studies
Scale 1 – Windsor School, Rheindahlen
The successful candidate will have recent 'A' level teaching experience. He/She will be involved in Information Technology *throughout the school.*

CONDITIONS OF SERVICE

Salary is in accordance with the current Burnham scales. In addition, the *London Area Allowance is payable.*

Superannuation – Normal rights are safeguarded.

Foreign Service Allowances/Cost of Living Allowances. A tax free allowance is payable. Further information will be forwarded to *interested applicants.*

Accommodation is normally provided rent free.

All applicants should be resident in the United Kingdom, where they have recently gained at least two years' teaching experience in a similar post to that for which they are applying. They must be under 47 years of age at the start of an engagement.

The Civil Service is an equal opportunities employer.

Requests for application forms and further details should be made in writing to:

Service Children's Education Authority 2a
MOD/2/73
HQ DAEd
Court Road
Eltham
London SE9 5NR
(Tel 01-859 2112 Ext. 206/224)

SCEA

The closing date for completed application forms is Friday 20th March 1987.

(14676)

SULTANATE OF OMAN

ROYAL GUARD BOYS' TECHNICAL SCHOOL

New appointments for September 1987

Post 1 **Teacher of English Language**
– Years 3 and 4

Post 2 **Teacher of Mathematics (Primary/Intermediate)**
– Years 1 to 4

Post 3 **Teacher of Chemistry with Biology and Mathematics**
– Years 5 to 8

Post 4 **Teacher of C.D.T. (Metalwork)**
– Years 2 to 6

Post 5 **Director of Studies/ Teacher of Engineering Science**
– Years 6, 7 and 8

Salary: Posts 1, 2, 3 and 4
– on the scale R.O.545 – 620 per month.
Post 5 – R.O.800 per month.

The posts commence September 1987 and are initially for 2 years. Contracts are renewable by agreement. Candidates must be male UK citizens with a British educational background. Qualified teachers are preferred.

Bradford & Ilkley Community College is co-ordinating these appointments on behalf of the Royal Guard Boys' Technical School. The school is residential and currently accommodates 200 pupils in classes from Year 1 (10-12 years) to Year 8 (18-20 years).

Application forms and further details are available from: ALAN HODGSON, STAFFING OFFICER, BRADFORD & ILKLEY COMMUNITY COLLEGE, GREAT HORTON ROAD, BRADFORD. BD7 1AY.
Closing date: 23rd March 1987

OVERSEAS POSTS
continued

FRANCE
ECOLE SUPERIEURE DE COMMERCE LE HAVRE-CAEN
(France)
For opening as of September 1st, 1987, seeks BUSINESS ENGLISH TRAINER/LECTURER, to teach full-time undergraduates and some in company seminars. The successful applicant will be an ESP/EFL specialist with qualifications and/or experience in business. He/she should be able to function in a French environment.
He/she will divide his time between teaching, material production and general administration of the Dept.
Salary: C£ 11,000 gross; 6 weeks vacation in summer. Contract for one year renewable.
Interviews in May in Paris, Le Havre or London.
Applications before April 4 to Mr. Armel ESNDL, ESC Le Havre-Caen, 76087 Le Havre Cedex, France.
(44808) 460000

GREECE
Wanted TEFL in NE Greece, preferably retired, from September 1987 to May 1988. Purpose built flatlet, fully furnished, provided free.
Write with C.V. to Ivor Oaten, 16 Burvale Court, Rickmansworth Road, Watford WD1 7HQ. (44899) 460000

INLINGUA TEFL POSTS The Inlingua Teacher Service recruits GRADUATES/ QUALIFIED TEACHERS (21-35) for posts teaching English as a Foreign Language at associated schools abroad (mainly Spain, Germany and Italy). The work involves teaching English by Direct Method to groups of adults, and, in Spain and Italy, also to groups of children and teenagers. The Inlingua Teacher Service organises Method training, and will recommend successful participants for suitable posts abroad. For further details, write, enclosing A5 SAE, to: Inlingua Teacher Service, 10 Rotton Park Road, Birmingham B16 9JJ.
(48768) 460000

KING'S COLLEGE MADRID
Wanted for September 1987

TEACHER FOR MUSIC

An experienced, enthusiastic teacher is required to develop the sound musical traditions already established in the school (choirs, brass and woodwind ensembles, concerts) and to teach subject to G.C.S.E. standard.

GRADUATE TEACHER FOR GEOLOGY

To G.C.S.E. and A level standard

WELL QUALIFIED TEACHER

with experience in the infant/younger junior age range.

King's College is an independent day and boarding school with 920 pupils between 3-19 years.

The school is housed in modern purpose-built premises in 8 acres of ground in the countryside near to Madrid.

Applications with full C.V., addresses and telephone numbers to two referees (including present or most recent employer) and photograph should be sent to the Headmaster, King's College, Avda. Stuyck, 1, 28016 Madrid, as soon as possible.

Interviews will be held in London in April.

Kamuzu Academy Malawi

(HMC Overseas Division)

This boarding school established along the lines of UK independent schools, will require for September 1987:

TEACHER OF MUSIC to GCSE and A level.

Candidates should be Honours Graduates and must have studied Latin or Greek at school for at least 2 years.

Initial three year contracts, UK level salaries plus 25% gratuities on completion. Free furnished accommodation, educational allowances, passages, medical care etc.

For full details and an application form, please apply to Gabbitas-Thring Recruitment, 6-8 Sackville Street, London W1X 2BR. Tel (01) 734 0161. (12760)

Gabbitas-Thring

THE SOUTHPORT SCHOOL SOUTHPORT. QUEENSLAND AUSTRALIA

Applications are invited for the position of:

HEADMASTER

The Southport School is an Anglican Day and Boarding school for boys from Grades 1 to 12. It is situated on the Nerang River, Southport on the Gold Coast. The School was founded in 1901 and has developed modern educational, sporting and recreational facilities on its 31 hectare site.

Enrolments for 1987 stand at 1271 of whom 279 are boarders and 354 are in the preparatory school.

Intending applicants should write to:
THE CHAIRMAN
THE SOUTHPORT SCHOOL COUNCIL
ANGLICAN DIOCESE OF BRISBANE
G.P.O. BOX 421, BRISBANE 4001
AUSTRALIA

Applications will close on 10th April, 1987.

If your skill is here, you're probably wanted there.

English Teachers	☐	ESL/EFL Teachers	☐
Science Teachers	☐	Teachers of the Mentally Handicapped	☐
Maths Teachers	☐	Secretarial Skills Teachers	☐
Home Economics Teachers	☐	Commerce Teachers	☐
Communications Skills Tutors	☐	Modern Language Teachers to teach English	☐
Teachers of the Blind	☐	Primary Teachers for Teacher Training	☐
Teachers of the Deaf	☐		

Skills taken for granted in this country are vital to members of poorer Third World communities.

In a world which by and large does nothing about poverty and injustice (let alone hunger), VSO volunteers work directly with those seeking to become more self-reliant.

No one can change the world. But as a VSO volunteer, you could make a world of difference.

Each year VSO receives more requests than it can meet for teachers to work in schools and colleges overseas. Though a professional teaching qualification at the primary or secondary level is usually required, graduates (particularly in English, Modern Languages, Maths and the Physical Sciences), can be considered.

You should be without dependants and willing to work for the local rate of pay. Postings are for two years – although many choose to stay longer – and most U.K. employers should be prepared to grant leave of absence.

For more information please complete and return.

VSO Join the human race. Charity no. 313757

I'm interested. I have the following training/experience: ______
Name ______
Address ______
(24p S.A.E. appreciated) TES/6/3

Post to: Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW.

Vocational Training Council
HONG KONG

The Council, established in 1982 as a statutory body with the broad objectives of developing technical education and industrial training in Hong Kong invites applications from suitable persons for the following post.

Senior Lecturer
(Fashion Design)

Qualifications
(a) a relevant degree from a Hong Kong or British University; AND
(i) a diploma in education plus 6 years' relevant post-degree experience; or
(ii) 8 years' relevant post-degree experience
OR
(b) corporate membership of an appropriate recognised professional institution plus an appropriate number of years of relevant post-qualification experience
OR
(c) (i) fulfilled the academic requirements for corporate membership of an appropriate recognised professional institution; OR
(ii) a relevant technical qualification
PLUS 9 years' relevant post-qualification experience in either case.

Duties
To teach Post Form 5 course students in a Technical Institute in Fashion subjects such as Fashion Design, Fashion Project (Textile/Knitwear), Fashion Workshop, Fashion Illustration, History of Design (Costumes), Textile Materials, Professional Practice and Figure Drawing and to take charge of the Fashion Programmes.

Conditions
The post attracts a monthly salary of HK$15,745-HK$19,970 per month (£1 = HK$11.95 as at 23rd February, 1987 but this is subject to fluctuation) depending on qualification and experience. The appointee will be offered an initial contract of 2 years inclusive of leave, plus 25% terminal gratuity upon satisfactory completion of the agreement. Thereafter the appointee may be offered either contract or superannuable term at the discretion of the Vocational Training Council. Fringe benefits include leave and passages, subsidised housing, medical and dental treatments, children's education allowance and school passages.

Application
Application forms are obtainable personally or by telephone from the Hong Kong Government Office, 6 Grafton Street, London W1X 3LB (Tel. No. 01-499 9821 Ext. 259).

The completed application forms should be returned direct to the Executive Director, Vocational Training Council, 15/F., Harbour Centre, 25 Harbour Road, Wanchai, Hong Kong to reach him before **31 March 1987.**

OVERSEAS POSTS
continued

HEAD OF COMPUTING DEPARTMENT in Australia seeks exchange for Jan or Sept 1988. Contact D. Brooks, 78 Mount Stuart Road, Hobart, Tasmania 7000, Australia. (49900) 460000

ITALY
Eminent Cardiologist requires someone to teach him English. She will have plenty of free time. Good pay. Living in position. Tel: 9465728. (44925) 460000

ITALY
ROME
ENGLISH LANGUAGE INSTRUCTORS
Mature, energetic with strong voices, aged 26-34 years. Only serious applications. Immediate start. Excellent conditions.
S.R.E.C. Tel: 01-732 7509. (35120) 460000

KENYA
PEMBROKE HOUSE
PO Box 31, Gilgil, Kenya
(I.A.P.S. Boarding - 120 boys)
Applications are invited for the following posts for September 1987:
1. Junior Form Teacher.
2. Science (to CEE standard) knowledge of Computers desirable.
3. Art Teacher (Married couple considered).
Previous pre school experience desirable. Accommodation available. Two year contract. Air fares paid.
Applications with full CV including passport-size photograph and names and addresses of 2 referees, by 20th March to The Bursar, Dauntsey's School, West Lavington, Devizes, Wiltshire SN10 4HE. Interviews will be held in England during the Easter holidays. (44187) 460000

KENYA
KENTON COLLEGE
Nairobi
Requires for September, Science Teacher to take over Dept.
Resident single post, games and extra curricular enthusiasm an asset. Air fares, medical cover etc.
Please write with names of two referees and full CV to Headmaster, P.O. Box 30017, Nairobi immediately. Interviews in London late March and early April.
(35218) 460000

KUWAIT
For September 1987. Qualified Primary Teachers Secondary teachers of Science, History and English. British curriculum school.
Terms: tax free salary, free air conditioned accommodation annual flight and other benefits.
C.V. and recent photograph plus contact telephone number to Director, Flat 18, The Ivory House, St. Katherines by the tower E1 6AT.
(44991) 460000

KUWAIT
EFL Teachers are required for one year contracts from later August. Male, native English speakers, bachelor status aged under 45, graduates with at least 2 years' EFL experience. Good salary with usual benefits.
Phone ILC on 01-580 4351 for further details and an application form.
(58985) 460000

KUWAIT
For September 1987.
Qualified Primary teachers.
Qualified Secondary teachers. Sciences, English and Geography and Engineering Drawing.
Terms:- two year contract, tax free salary, free air-conditioned accommodation, annual flights and other benefits.
Please send C.V., recent photograph & telephone number of self and referees to the Headmaster; c/o 22 Downe St., Apartment 5, London W1.
Applications especially welcome from single teachers and married teaching couples without children. (35256) 460000

NORWAY
WHY NOT TEACH IN NORWAY
Teachers with 3 or more years experience are required to teach in the Junior School.
General subjects will be taught but Maths and Science strengths will be an asset.
The contract is for one year, with an opportunity to extend.
Successful applicants will be required to commence duties mid August 1987.
Please send CV, copies of testimonials and names of 2 referees, together with a telephone number at which you may be contacted to arrange an interview to: Mrs Zelma Roisli, Principal, The Stavanger British School, Gauselbakken 107, 4032 Gausel, Norway.
Only applicants who are selected for interview will receive further information.
(02920) 460000

SECONDARY TEACHER of German from Oxford area sought for one year's exchange 1987-88 with West German teacher of English. Own job guaranteed. Details from D. Handforth, 4 High Street, Eynsham, Oxford.
(44440) 460000

SOUTHERN SPAIN
Well established International School requires for September 1987:
HEAD OF P.E. - preferably with experience/training in adventure pursuits as well as a range of games.
ENGLISH - to GCE 'A' Level. Some training in GCSE advantageous.
DRAMA - including introduction of GCSE examination course.
MATHEMATICS - to GCSE level and some lower secondary computers.
COMPUTER - to GCE 'A' Level.
Write with C.V. to Headmaster, English International College of Marbella, Urbanizacion Ricmar, Carretera de Cadiz Km 189.5, Marbella, Malaga, Spain. (44816) 460000

SPAIN
Young teachers required for TEFL in Madrid 1st October 1987/or 1st January 1988 until 30th June 1988. Must be graduates and experienced or with training.
Apply General Manager - La Casa Inglesa - Plaza del Marques, De Salamanca 11 - 28006 Madrid, Spain.
(49376) 460000

SPAIN
Qualified Infant and Junior teachers required from 1.9.87. by bilingual school.
Apply with C.V. and photo to:- The Headmaster, St. Michael's School, Avda., de la Victoria 86, 28023 Madrid.
(44350) 460000

SPAIN
INTERNATIONAL SCHOOL AT SOTOGRANDE
Costa del Sol
For September 1987: Senior Graduate a teacher for History with English. Also qualified Junior and Infant teachers. Positions of responsibility available.
Apply Principal, Aptdo 15, Sotogrande (Cadiz), Spain.
(44156) 460000

SPAIN
Small International school requires teachers for Sept. 1 Junior/Middle school teacher. 1 'O' level Human Biology/Combined Science teacher, able to help with sports.
Apply in writing enclosing C.V., photo, and 2 referees to The Principal, Bellver International College, c/Jose C. Ferrer 10, Palma 07015, Spain.
(02919) 460000

KUWAIT
CFL/ESP INSTRUCTORS

Opportunities for experienced and well qualified staff for an international airline company training centre. Duties to include instruction and materials/syllabus development.

Excellent benefits including:
- Attractive taxfree salaries in the range KD 400 – KD 500 plus gratuity
- Paid airfares and baggage allowance
- Paid holiday entitlement
- Insurance
- Medical care in Kuwait is free at present

Contracts are for one year renewable. Positions are single status but provision can be made for teaching couples without children.

Also numerous other EFL/ESP/Technical training positions.

For application forms, further details and notes on conditions of service etc please send full personal details, cv, dates when available for interview and contact telephone number to:

Mrs Sawsan Dajani, Flat 2, Ivory House, St Katharine-By-The-Tower, London E1 9AT.

SUMMER TEACHING JOBS IN AMERICA work on American childrens' camps, mid June to end August; see ad under 'Holidays and Accommodation'. (55444) 460000

SWEDEN
INTERNATIONAL LANGUAGE SERVICES
TEACHING APPOINTMENTS - STARTING SEPTEMBER 1987
TEFL in Sweden. Posts are of 2 types. Type A involves ESP, Company and Cambridge courses. Applicants must have a minimum of 2 years previous full-time TEFL experience and the full RSA TEFL Diploma or equivalent. Type B involves the teaching of General English to adults, with some work in state schools. Candidates must have qualified teacher status in the UK or a Degree and a UK TEFL qualification.
Applicants for both types of post must be British and aged between 22 and 40.
For further information and application form send a stamped addressed envelope to International Language Services, 14 Rollestone Street, Salisbury SP1 1ED.
(44192) 460000

TEACH OVERSEAS
JOIN THE INTERNATIONAL EDUCATOR'S INSTITUTE
And receive its quarterly newspaper featuring overseas, U.S. and international school staff recruitment ads, advice and other significant benefits.
Write to: TIE U.K. Coordinator, 20 Lindfield Road, Ealing, London W5 1QR, England. (31537) 460000

TURKEY
TEACHER REQUIRED IN TURKEY
A return airfare is given to successful applicant.
Qualifications: The minimum required is a degree from an English speaking University with either:
(1) Two/three year experience of teaching English as a second language, or
(2) A TEFL Diploma.
For details and interview information apply to: Dr. Conrad Randall, Education Office, Ozel Beyhan Aral Lisesi, Buyukada, Istanbul, Turkey. Send photograph and copies of qualifications.
(44291) 460000

UNITED ARAB EMIRATES
AL KHUBAIRAT COMMUNITY SCHOOL
P.O. Box 4001, Abu Dhabi, U.A.E.
INFANT TEACHERS - 2,
JUNIOR TEACHERS - 2
Single status British trained and qualified teachers with not less than five years teaching experience required for September 1987. Must be prepared to offer more than General Classroom subjects. Experience using BBC Micro-Computer or Preparatory School experience also an advantage. One year renewable contract, free accommodation and tax free salary.
Hand written letter of application and full C.V., name of two referees and a recent photograph to M.M.R. Sparks, Head Mistress by 20th March 1987.
(12981) 460000

WEST GERMANY
EFL teachers (23-35) with degree in German, TEFL qualification and preferably some TEFL experience are urgently required for posts at Inlingua schools in Germany. Applicants should preferably be familiar with the business/financial world, and must be immediately available.
For further information, write with CV and A5 SAE to: Inlingua Teacher Service, 10 Rotton Park Road, Birmingham B16 9JJ.
(44988) 460000

WEST GERMANY
BRITISH EMBASSY PREPARATORY SCHOOL
Bonn
Required for September 1987 an experienced teacher for 1st and 2nd year Infant, vertically grouped class.
This position forms part of a close working team of three in a situation where Froebel principles are followed. Ability to play the piano an advantage.
Apply by letter with full C.V., photograph and 2 referees to the Headmaster, British Embassy Preparatory School, British Embassy, Bonn BFPO 19. Further details sent on request.
(35214) 460000

WEST INDIES
Nursery School Teacher required to help establish and run nursery school in West Indies from Autumn 1987. Interviews in London. Salary by arrangement.
Write Box No. TES 00682, Priory House, St John's Lane, EC1M 4BX. (02957) 460000

Administration Local Education Authority

GLOUCESTERSHIRE
Please see display ad on Page 65. (31593) 480000

WAKEFIELD
WAKEFIELD AREA ADMINISTRATIVE/ INFORMATION OFFICER
(Training Access Points)
(Contract until 31st January, 1988)
SO1 £10,569 - £11,271
Applications are invited for the above post for the recently approved TAP's Mini-Pilot Project for Wakefield Metropolitan District. The successful applicant will be responsible for the establishment and evaluation of a TAP's point to cover the five towns of Pontefract, Castleford, Featherstone, Normanton and Knottingley. The duties will include responsibility for the maintenance of the data, assisting in the collection of local data on education and training packages and guidance to clients using the TAP. Applicants should ideally have experience of and an interest in guidance and counselling combined together with an interest in data gathering and preparation for dissemination via an electronic system (Post Ref. No. E20:3).
Application forms may be obtained by writing to The Chief Executive, (Personnel Section), Town Hall, Wakefield WF1 2HQ, or by Tel: Wakefield 367111, Ext. 3113, to be returned, quoting the appropriate reference number by 18 March, 1987.
(35202) 480000

SOUTHERN DERBYSHIRE HEALTH AUTHORITY
HEALTH EDUCATION DEPARTMENT
HEALTH EDUCATION OFFICER (SCHOOLS AND DRUGS)
Salary Max. Approx. £10,500
The successful candidate will have an interest both in developing health education in schools and in drugs education in general.
The ability to work as a team member and independently using initiative and enthusiasm is vital, as are good communication skills, and being able to use them in a wide variety of situations.
Applicants should possess a teaching qualification and have some teaching experience. Car owner/driver and non-smoker essential.
Informal enquiries: contact Valerie Colley, District Health Education Officer. Tel: (0332) 363371, Ext. 219.
Application forms and job descriptions from District Personnel Department, Boden House, Main Centre, Derby. Tel: 363971, Ext. 251.
Closing date 20th March 1987. (49955) 480000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request

Equality
IN EDUCATION IS YOUR GOAL

CHIEF EDUCATION OFFICER
Salary Scale £26,358 to £28,926 p.a. inclusive (Award Pending)

Applications from women and from black and ethnic minorities, and other disadvantaged groups are particularly welcome for the post of Chief Education Officer which becomes vacant on 31st August 1987 with Ian Smith's retirement. It is hoped to appoint earlier to facilitate a smooth transfer of responsibilities.

The Education Service in Waltham Forest which has a long tradition of innovation and sound management is now entering a new phase of exciting development. Implementation of a reorganisation plan for secondary schools commenced in September 1986 and there are major new initiatives in community education, curriculum development antiracist and multicultural education, special education and many other fields and comprehensive post 16 provision.

The Council has adopted an open approach to policy making and management with a full commitment to consultation with parents, students, employees, governors, black and ethnic minority groups and other community organisations. There is a strong emphasis on partnership and involvement.

Applicants should be graduates with teaching experience and a proven record of achievement at a senior management level in the public sector. Outstanding leadership potential, creativity, determination, energy, drive and commitment are all required in this demanding post.

***Waltham Forest** is a multicultural Borough with a clear commitment to policies on equal opportunities and anti-racism. The Council is anxious to reflect the multicultural nature of the Borough in its workforce. Applications are welcomed from people regardless of ethnic origin, disability, sex or sexual orientation.*

A comprehensive package of relocation benefits is available with further scope for negotiation to reflect individual circumstances. For further details and an application form, write to Recruitment Officer, Town Hall, Forest Road, Walthamstow, London, E17 4JF or telephone 01-531 8899 (24 hour answering service).

Closing date 27th March 1987

Please quote Ref. G87/18

WALTHAM FOREST
N.E. London Borough

An Equal Opportunity Employer

Education

Project Careers Officer for the Technical and Vocational Education Initiative (TVEI)

£11,604-£12,297 p.a.

A Careers Officer is required for this challenging and important post which is offered as a 4 year engagement to April 1991, at the Joseph Whitaker Comprehensive School, Warsop Lane, Rainworth, Notts. The successful candidate will be responsible directly to the Principal Careers Officer but will work closely with the Project Co-ordinator responsible for the overall management of the project. Principal duties will include the provision of advice and support to the consortium of pilot schools and colleges, assistance with in-service training of consortium staff, implementation of guidance and counselling elements of the scheme, development of links with other agencies and liaison with Careers Service staff. The successful applicant (male or female) should be a qualified Careers Officer and is at a Senior level. A sound grasp of the theory and practice of guidance is essential.

Relocation expenses where appropriate.

Application forms and further details are available from the Principal Careers Officer, Careers Headquarters, Exchange Buildings North, Smithy Row, Nottingham, NG1 2DF. Tel. Nottm. (0602) 418511 Ext. 265. Closing date 20 March. Please quote ref. 145.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

EDUCATION DEPARTMENT
PERSONNEL AND FINANCE BRANCH

EDUCATION OFFICER

IN-SERVICE EDUCATION AND TRAINING (ADMINISTRATION AND FINANCE) SMG1
£17,538 - £19,503

To establish and lead a new Unit responsible for the administration and finance of in-service education and training (GRIST).

Candidates should be graduates, with teaching experience, and have held a post of responsibility in education administration.

AREA ADMINISTRATIVE OFFICER

SOUTH WEST ESSEX AREA
PO5 £16,011 - £17,160

Applications are invited from appropriately qualified persons with administrative experience in an Education Department at a senior level. The postholder will be responsible for the conduct and efficient operation of the South West Area Education Office based in Basildon.

Application forms and further details for both posts available from (SAE please) the County Education Officer (P), PO Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD Telephone 0245 267222 Ext 2626.

Closing date 20th March 1987.

Generous relocation expenses payable in appropriate cases.

(12734)

ESSEX County Council

CYNGOR SIR
DYFED COUNTY COUNCIL

CYNGOR SIR DYFED/ DYFED COUNTY COUNCIL

Yn ceisiau cyn gynted ag y bo modd

1. YMGYNGHORYDD CYNRADD
Yn Rhanbarth Ceredigion

Graddfa Soulbury 8 – £16,785–£18,273

Disgwylir i'r ymgeiswyr am y swydd fod â phrofiad helaeth o addysg gynradd ac yn drwyadl gyfarwydd â dulliau dysgu modern a datblygiadau cyfoes yn y maes.

Bydd yr Ymgynghorydd yn gweithio o'r Swyddfa Addysg Ranbarthol yn Aberystwyth a bydd y rhan fwyaf o'i waith yn ymwneud ag ysgolion y cylch hwnnw. Fel aelod o'r Tîm Ymgynghorol y Sir bydd disgwyl iddo/iddi helpu ymgymryd â dyletswyddau ar raddfa sirol.

Rhaid i'r person a apwyntir fedru cyfathrebu'n llafar ac yn ysgrifenedig trwy gyfrwng y Gymraeg a'r Saesneg.

Gellir cael ffurflenni cais a manylion pellach ar dderbyn amlen yn dwyn cyfeiriad a stamp oddi wrth y Cyfarwyddwr Personnel a Gwasanaethau Rheoli, Neuadd y Sir, Caerfyrddin. Y dyddiad olaf ar gyfer derbyn ceisiadau fydd 20ed Mawrth 1987.

ADMINISTRATION L.E.A. CONTINUED

ADVISER FOR PERSONAL & SOCIAL EDUCATION Ref No: EDU/1338/CO

Salbury H T

Salary: Scale Group 9 (0-4) £16,075 – £19,567

The Authority is looking for a successful and well-qualified teacher with varied experience at senior level in schools or colleges in the related fields of personal, social and health education. Experience in teacher education at initial and/or in-service level would be valuable as would experience of advisory or advisory teacher work with a local education authority. Above all, however, the Authority is looking for someone with enthusiasm and a commitment to the education service who is able to initiate, innovate successfully and administer efficiently. You will also need to have the sensitivity of personality to establish and maintain good personal professional relationships with principals, heads, staff and departmental colleagues.

This is a re-advertisement. Previous applicants who wish their original application to be re-considered should notify the Director of Personnel in writing quoting the above reference number.

EDUCATION OFFICER Ref No: EDU/010921/CO

(Secondary Education)
Salary: Scale PO (14-17) £16,776 – £17,916

PROFESSIONAL ASSISTANT Ref No: EDU/ 01093/CO

(Secondary Education)
Salary: Scale PO (6-9) £13,653 – £14,862.

The Education Officer will be responsible, for all aspects of secondary education with particular emphasis on the reorganisation and development of secondary schools. This is a new third tier post in which the successful candidate will be assisted by an Assistant Education Officer. Support will also be given by the new Professional Assistant post.

The successful candidate for each of the new posts will be expected to hold a degree or equivalent qualification and to have teaching experience. For the post of Education Officer, successful administrative experience at a senior level is an added requirement. Candidates are expected to have the ability and personal skills to fit into an existing team and to be able to contribute to the development of the Education Service in Avon.

Application by form only, available with further details from the Director of Personnel Services, PO Box 270, Avon House, The Haymarket, Bristol. BS99 7HE, or telephone Bristol 299585 (Answerfone on this number after office hours).

Please quote appropriate reference number when asking for forms which must be returned by 27th March 1987.

Education Department
(12701)

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation.

Avon COUNTY COUNCIL

Professional Assistant/ Assistant Education Officer

£12,297 - £14,862 per annum

Applications are invited for this fourth tier post from graduates with teaching experience and with the imagination and initiative necessary for success in education administration. Entrants direct from teaching will be appointed as Professional Assistant with promotion after two years' successful service to Assistant Education Officer.

The postholder will work, initially, in the Common Services Division which involves Special Education, Transport and other projects, including under Fives Liaison. It is expected that the appointee will take up post no later than 1st September 1987.

Application form and details, on receipt of stamped addressed envelope, from the Secretary for Education, Room 207, County Hall, Truro TR1 3BA. Closing date 27th March 1987.

(14668)

CORNWALL COUNTY COUNCIL

Careers Officers

to enhance work with ethnic minority groups

(2 POSTS) £8,391-£10,164

Applications are invited from qualified and experienced Careers Officers for new posts to develop services to those from Ethnic Minority Groups and to ensure the provision of equal opportunities for all. The posts carry small caseloads but will be concerned with outreach and community links. Evidence of a marked interest in work with black communities is sought and for one post an appropriate Asian language may be an advantage. The posts will be based in Reading or Slough.

Salary starting point according to experience (+ £333 for the Slough post).

Application forms and further details (enclosing SAE) from the Director of Education (C), Shire Hall, Shinfield Park, Reading RG2 9XE.

Closing date 23rd March.

An Equal Opportunity Employer

Royal County of Berkshire

Education Support Service

Head of Section II Support Service

Burnham Head Teacher Group 7
£15,666-£17,148 p.a.

The purpose of the Nottinghamshire Education Support Service is to contribute to improving the quality of learning through a planned structured programme of support to teachers/lecturers and pupils/students. It brings together all those staff who are not part of either the Education Department's administrative structure or part of a school/college staff and adopts a collaborative approach to work with schools and colleges. The Service has six sections including: The Classroom Support Service, The Dance and Drama Support Service, The Music Support Service, The Special Needs Support Service, The Off-Site and Resources Support Service and the Section 11 Support Service. This is a new post demanding qualities of leadership and a strong commitment to supporting development of the work of those staff employed under Section 11 of the 1966 Local Government Act. Applications are received from teachers/lecturers with relevant teaching experience, successful experience of supporting curriculum/professional development and the management of staff at either school or L.E.A. level.

Details of the Nottinghamshire Education Support Service and application forms are available from the Chief Education Officer at County Hall. Closing date 27 March. Please quote ref: RJS/DB.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

Deputy Divisional Education Officer
(East Hertfordshire)

Applications are invited from graduates with experience in teaching and educational administration for this post which is based in Hertford. The vacancy is created by the promotion of the current postholder to a post in another authority.

The salary for the post is PO (H): £16,374 to £17,538 + £225 fringe allowance. The County Council also has an attractive recruitment incentive scheme.

Further particulars, including information about the recruitment incentive scheme and an application form may be obtained from the County Education Officer (Ref: DMS/123), County Hall, Hertford, SG13 8DF, telephone Hertford 555827.

Closing date for receipt of applications is 23rd March 1987.

(12259)

Hertfordshire County Council
An Equal Opportunity Employer

Suffolk County Council

Education Department

SENIOR ASSISTANT EDUCATION OFFICER

(Curriculum Development) – Post No. E49
Salary SM5 £18,351 – £19,710 per annum

Applications are invited from graduates with teaching and *administrative experience* for this appointment in the Education Department at County Hall, Ipswich. You will be expected to maintain and promote the Authority's policy and imaginative curriculum development work.

You will be responsible to the Principal Education Officer (Schools) for the work of the Section within Schools Division which deals with curriculum/staff development, inservice training, the oversight of three professional development centres, and other responsibilities of a general nature. The duties will include a close working relationship with the County's Advisers and with outside agencies and institutions.

Generous resettlement allowances available.

Further details and application forms (SAE please) available from the County Education Officer, St. Andrew's House, County Hall, Ipswich IP4 1LJ.

Closing date: 20th March 1987.

ADMINISTRATION – LEA continued

WAKEFIELD METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT

CAREERS OFFICER Scale 4/5 £7,911 - £9,216
(Minimum £8,391 for those holding the diploma in Careers Guidance)

Applications are invited for the post of Careers Officer in the Western Areas of this progressive Careers Service. The post is initially for a fixed term to July 1988 and is one of 4 posts created by the Authority to help meet the increased demands made on the service with the introduction of the Youth Training Scheme. The successful applicant will spend an equal time engaged in work in schools and reviewing and monitoring the progress of young people on Youth Training Schemes. There are allowances for work with employers and work with the unemployed. Each Careers Officer in the team also spends time as a duty Careers Officer. (Post Ref: No. 843:9).

Application forms may be obtained by writing to The Chief Executive, (Personnel Section), Town Hall, Wakefield WF1 2HQ, or by Tel: Wakefield 367 Ext. 2113, to be returned, quoting post reference number by the 18th March 1987. (14589) 480000

Administration General

CENTRE DIRECTORS required July/August. London region, Guildford, Portsmouth. French and Spanish children aged 13 to 18. Organisation of T.E.F.L. activities, families. Apply to: David Wilson, C.B.E.P.S./ Richard Organisation 7 rue de l'Eperon, 75006 Paris (35213) 500000

Educational Psychologists

CHESHIRE COUNTY COUNCIL
TEMPORARY EDUCATIONAL PSYCHOLOGIST
£13,053 - £17,148
WARRINGTON

During the postholders absence on maternity leave a vacancy is available from 21 April 1987 for a fully qualified educational psychologist to join the Warrington District Team of the County Psychological Service. Informal enquiries to Malcolm Gledhill, Principal Educational Psychologist on Chester 602570.

Further particulars and application forms from the Director of Education, Cheshire County Council, County Hall, Chester CH1 1SQ (Tel: Chester 602326).

Closing date 20th March 1987.

All applicants will be considered on the basis of suitability for the post, regardless of sex, race, religion or disability. (14191) 560000

EDUCATION DEPARTMENT

Evaluation Co-ordinator

Burnham Headteacher Group 7 (£15,660 – £17,148 plus fringe £309)

The authority wishes to appoint an Evaluation Co-ordinator to work closely with Advisers and as a member of the Advisory Service to support its work in evaluating:

Curriculum initiatives such as TVEI and ESG projects
Schools and Colleges
INSET

Applicants should have had experience at a senior level in a school or college, substantial experience in evaluation (other than in their own institutions), experience of organising INSET and should preferably have undertaken specific training in the theory and techniques of evaluation (e.g. Advanced Diploma or Master's Degree).

Generous relocation package in certain circumstances. Applications should be submitted by 20th March 1987 to the County Education Officer (Ref: DMS/120), County Hall, Hertford, SG13 8DF, telephone Hertford 555827, from which an application form and further details may be obtained.

(14670)

Hertfordshire County Council
An Equal Opportunity Employer

EDUCATION DEPARTMENT

Principal Administrative Assistant

FURTHER AND COMMUNITY EDUCATION SECTION

Salary: Grade PO (9-12) – £14,862–£16,011 p.a.

This vacancy has arisen due to the promotion of the present post holder. It is a senior post responsible to the Assistant Director and responsible for the co-ordination and management of the administrative and clerical staff within the Further and Community Education Section of the Education Department. The Principal Administrative Assistant will have considerable scope to exercise initiative to promote new developments within the service and to oversee the efficient and effective operation of the Section.

Applicants preferably should have substantial experience in the education and/or local government service and hold HNC/OMA or equivalent qualifications.

Assistance with relocation expenses will be available in approved cases.

Application form and further particulars available from the Director of Education, Personnel Section, County Hall, Chichester, West Sussex PO19 1RF or by telephoning Mrs Maureen Dray on chechester 777100 ext. 2308.

Closing date: 20th March 1987. (14700)

west sussex

Mid Glamorgan COUNTY COUNCIL

Education Department

Senior General Advisers

Applications are invited from people with advisory experience for the following posts:–

1. **SENIOR GENERAL ADVISER Monitoring and Evaluation**
2. **SENIOR GENERAL ADVISER Primary**
3. **SENIOR GENERAL ADVISER Secondary**

Applicants for posts 1 and 3 must be graduates (preferably Good Honours) in an appropriate discipline able to provide curriculum expertise in one of the following areas:–

Mathematics
Physical Science
Craft Design and Technology

Applicants for post 2 must have extensive experience as a headteacher in the primary field.

Essential user car allowence payable or leasing arrangements available. Generous relocation package in approved cases.

Soulbury Terms and Conditions of Service.

Salary: Group 10.

Application forms to be returned by 20th March, 1987, obtainable on receipt of a stamped, addressed, foolscap envelope from the Director of Education, Mid Glamorgan County Hall, Cathays Park, Cardiff, CF1 3NF. Tel. Cardiff (0222) 820235.

AN EQUAL OPPORTUNITIES EMPLOYER

(12766)

WILSON'S SCHOOL

Applications are invited for the full-time post of

CLERK TO THE GOVERNORS

of this voluntary aided Church of England secondary school situated at Wallington in the London Borough of Sutton.

Candidates should have good administrative experience, a sound knowledge of education and of educational administration and be competent in accountancy. They should by sympathetic to the aims of Christian education.

The salary envisaged is in the range £13,000–£15,000 p.a.

The post is tenable from 1st January 1988, on the retirement of the present part-time Clerk, but the successful applicant will be appointed Clerk-designate from 1st October 1987 to work with the present Clerk until the end of the year.

Full details of the post may be obtained from the Clerk to the Governors, Wilson's School, Mollison Drive, Wallington, Surrey.

Letters of application (no forms) should be sent to reach the Chairman of the Governors at the School not later than 23rd March 1987.

Please mark the envelope "Clerkship".

(14603)

ROYAL COLLEGE OF NURSING

ADMINISTRATIVE ASSISTANT
ASSOCIATION OF NURSING EDUCATION

At this exciting time of change and development in nursing education, a vacancy has arisen within the RCN, working closely with key professional staff, to provide administrative support to the RCN's Association of Nursing Education.

Your responsibilities will include the servicing of various committees and working parties and the organisation of conferences and study days.

Salary will be within the range £9,100 – £10,900 pa (pay review pending) and benefits include 32 days' holiday and a non-smoking environment.

Possession of an appropriate degree is highly desirable and knowledge of educational issues would be an advantage. In addition to relevant administrative experience, secretarial skills are also required.

For a job description and application form, contact the Principal Personnel Officer, Royal College of Nursing, 20 Cavendish Square, London W1M 0AB. Tel: 01-409 3333. Closing date for return of forms: 20th March 1987.

(12720)

An Equal Opportunity Employer

University of Oxford
Delegacy of Local Examinations

Secretary to the Delegates

Applications are invited for the post of Secretary which becomes vacant on 1 October 1987 on the retirement of the present holder.

The Secretary is the chief officer of the examining board and is responsible to the Delegates for the conduct of its GCE examinations and allied activities, including GCSE. Applicants should have experience in the educational system at secondary or higher levels; administrative experience would be an advantage.

The salary is on the University's academic-related scale IV, currently in the range £19010 to £25940.

Full details, with an application form (to be returned by Tuesday 24 March), may be obtained from The Chairman, University of Oxford Delegacy of Local Examinations, Ewert Place, Summertown, Oxford, OX2 7BZ, telephone Oxford (0865) 515926.

(13207)

INSTITUTE OF BIOLOGY

EDUCATIONAL OFFICER. To service the Institute's examinations, validation and other educational interests. Degree in biological subject and some administrative experience desirable but not essential. Starting salary £8500-£9500. Application forms from General Secretary, Institute of Biology, 20 Queensberry Place, London SW7 2DZ. Closing date for receipt of applications: 20 March 1987.

(14615)

SENIOR EDUCATIONAL PSYCHOLOGIST

£16,785–£18,273 p.a. plus LW

Experienced eclectic child psychologist of proven initiative and *enthusiasm is sought by Croydon's well established School* Psychological Service. Applicants with a leaning towards work with older children who have behavioural problems would be particularly welcomed. The appointee would take on a major organisational and leadership role in a secure Service, which is currently appraising and reshaping its style of working.

LOCUM EDUCATIONAL PSYCHOLOGIST

£10,170–£17,148 p.a. plus LW

A full or part-time psychologist is needed from 1st April to cover statutory and general work in mainstream schools. It is anticipated that the locum post will be available for at least 3 months.

Further details and application form from: Chief Educational Psychologist, Victoria House, Southbridge Place, Croydon CR0 4HA. Telephone 01-686 0393.

Closing date is 23rd March.

(12784)

CROYDON EDUCATION

EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGIST

Salary: Soulbury Scale £10,170 - £17,148 per annum.

(Minimum at age 30 — £12,201; minimum at age 35 — £14,151, subject to qualifications).

Applications are invited for a vacant post in a team of three educational psychologists in the School Psychological Service, based in purpose-built premises in central Newport. Applicants should have a good honours degree in psychology, at least two years relevant teaching experience, and recognised post graduate training. *Previous experience as an educational psychologist will be an advantage*; applications are also invited from students who expect to finish their post graduate training this year.

Applicants with specialist skills in working with adolescents; pupils with emotional and behavioural difficulties and/or the physically disabled will be particularly welcome.

Informal enquiries may be made to the Principal, Educational Psychologist, Mr D Gold (0983-524031 Ext. 345). Further details and application forms can be obtained from the County Education Officer, County Hall, Newport, Isle of Wight, PO30 1UD.

Closing Date: 24 March 1987.

(12724)

Isle of Wight County Council

EDUCATIONAL SALES REPRESENTATIVE

E.J. ARNOLD, the UK's leading educational supplier and publisher wish to recruit a Full Time Sales Representative to cover the following territory: West Midlands conurbation, *and selected counties south, west and east of this area.*

This vacancy has been created due to the internal promotion of the present Representative. Ideally the successful applicant will have a knowledge of the teaching profession, be a self starter and eager to succeed in a new career.

The job involves visiting primary and secondary schools to sell the full range of our primary and secondary school books.

A competitive salary will be paid and a company car provided for the successful applicant.

If you wish to apply for this position please send full details of your career, and salary to date including why you feel you would succeed in this challenging role to:

**Mr. N.C. Mehla, Personnel Manager,
E.J. Arnold & Son Ltd.,
Parkside Lane, Dewsbury Road,
Leeds LS11 5TD.**

Closing date 20th March 1987

This vacancy is open to all people, irrespective of sex, race or disability.

(12761)

Miscellaneous

EAST SUSSEX COUNTY COUNCIL

HIGHWAYS & TRANSPORTATION DEPARTMENT

CAN YOU HELP US SAVE LIVES?

SECTION LEADER (ROAD SAFETY)

£10,569 - £12,297

A vitally important role exists within our road safety function leading a small team responsible for road safety education, training and publicity in East Sussex - including administration and supervision of the School Crossing Patrol service.

You would be expected to work with the minimum of supervision on the development of road safety publicity material and communicate effectively with the Education Department, Police and others on the delivery of road safety *education and training.*

Ideally you will be a qualified teacher with experience in formulating effective teaching programmes, but if you have a sound *background in road safety* and proven ability to communicate and to organise we would like to hear from you.

Casual car allowance and relocation expenses available.

For application form and job description please contact Personnel Section, Phoenix Causeway, Lewes BN7 1UE. Tel: (0273) 475400, Ext. 12/232.

Closing date: March 30. (49964) 660000

ISRAEL
Volunteers required for 8 to 12 week period (pay own fare) for home for mentally handicapped from May. Also workcamps in June of one to two weeks vacation. Eich a Nan, *Elkes Association*, 0533-41 5582. (44858) 660000

NANNY/GOVERNESS needed for family in London. Would suit mature person, perhaps an ex-teacher, to live in. 5½ day week. Top salary offered and lovely accommodation. Please apply in writing with c.v., references and photo. Write Box No. TES 00679, Priory House, St John's Lane, EC1M 4BX. (35130) 660000

NATIONAL EDUCATIONAL RESOURCES INFORMATION SERVICE

LIAISON OFFICER

Required as soon as possible a Liaison Officer to join a development team that is in the process of creating a national on-line educational database of *curriculum materials*. The successful applicant will be expected to provide user support and liaise with information providers. They will also be required to work closely with an Information Scientist on the development of a curriculum-based thesaurus.

Applicants should be successful teachers with good cross-curricular knowledge. Experience of conducting in-service courses would be an advantage. Salary Level: Senior Teacher.

The contract will operate for one year (until March 30th 1988) in the first instance. Secondment on the basis of 100% funding is available.

Applicants are invited to *write for an application* form and further details from: The Director, NERIS, Maryland College, Leighton Street, Woburn MK17 9JD, quoting Ref. LO3.

Closing date 24th March 1987. (00879) 660000

AREA MANAGER/CONSULTANT
(Financial Services)

Continuing success has created the need for our expansion in the London, Home Counties, Midlands and North/Mid Wales areas. Who are we? The Financial Bureau Group – an independent company in the *Financial Services Field. We offer a full financial* portfolio enabling us to select the most advantageous terms for our clients whether it be mortgage, life assurance, investment, financial planning or secured loan. We are seeking career orientated people ambitious enough to develop their potential to management level within a 6–12 month period.

Aged 22–40, previous experience is preferable but not essential as we will undertake to provide excellent product and sales training at our Tamworth Head Office. There is no cold calling involved: No telephone canvassing and we do not expect you to sell to friends or relatives!

We offer a high basic salary plus generous commission first year earnings £13,000–18,000.

If you are interested, please give Chris Pickering a ring on our Linkline – 0345 023151 (local rate call) between 9.00am and 5.30pm.

(13300)

BOROUGH OF LEWISHAM

Applications are welcome from all people regardless of race, sex, sexual orientation, disability, age or religion.

The Council operates a scheme for flexible working hours and applications from job sharers are welcomed.

WOMEN AND TECHNOLOGY SCHEME

Computing Tutor
£10,908–£12,666

The Women and Technology Scheme is an exciting new training project for women, jointly funded by Lewisham Council and the European Social Fund. The Scheme offers 38 week long courses in electronics and computing to women over 25.

We are now looking for a Computing Tutor to be responsible for all aspects of developing and teaching the computing course. The tutor will be responsible for developing the course syllabus, planning the training sessions and teaching a group of approximately eight trainees.

Applicants should have had at least 2 years experience of working in this field, be familiar with the IBM PC or similar *machines and have a working knowledge* of a range of Business Applications packages.

Some experience of teaching or training would be an advantage, although formal teaching qualifications are not required. A knowledge of programming would also be useful.

A whole-hearted commitment to working with black and white women over 25 wishing to develop their skills with a view to returning to the labour market is essential along with an understanding of the effects of racism, sexism, and discrimination on grounds of disability on women wishing to return to work.

The post is offered for the duration of the project and whilst ESF funding remains available.

Applications from women of Afro-Caribbean and Asian origin and from other minority groups are particularly encouraged as they are under-represented in this area of work.

Application forms and further particulars from Planning Department, Room 34, Town Hall Chambers, *Rushey Green, Catford, London SE6, or telephone* 01-690 4343, ext 215, quoting Ref: P119(4) and job title.

Closing date for receipt of completed application forms for this position is the 20th March, 1987.

Working with the community

AMMA

AMMA is a professional association and trade union for teachers in both maintained and independent schools and colleges. Its membership currently stands at more than 122,000 men and women.

There is a staff, at present, of 2 Joint General Secretaries, 1 Deputy General Secretary, an Accountant, 10 Assistant Secretaries including 2 Solicitors, an Office Manager with full supporting secretarial and office staff, comprising a total of over 60.

The Executive Committee wishes to appoint a

JOINT GENERAL SECRETARY

who will

1. manage jointly the Association's affairs on behalf of the Executive Committee
2. manage jointly the work of the Association and its staff at its London Headquarters.

Applications are invited for the post of Joint General Secretary of the Assistant Masters and Mistresses Association. The successful applicant will be based at the Association's offices in London and will take up the appointment on 1 January [illegible] following the retirement of *Mr E G Beynon*.

The salary will be on the scale £25,010-£27,474 (under review) [illegible] the Inner London Area allowance.

Further particulars are available from The Joint General Secretary at the address below.

Applications in writing to the President, AMMA, 7 Northumberland Street, London, WC2N 5DA, *to arrive not later than 31 March 1987.*

Use your teaching skills in the commercial world
...join Legal & General as a
TRAINING OFFICER
Based Croydon/Kingswood, Surrey

If you are a graduate, qualified teacher, looking to develop your career away from a school environment - the commercial world of Legal & General could prove an interesting and rewarding vehicle for your skills.

Owing to the increased activity in the market, as a result of the Financial Services Act, our training department is expanding. You will join a team of trainers who provide a comprehensive range of professional training courses, designed to prepare our expanding direct sales force to provide a high standard of professional service to the public.

Although previous training experience and/or knowledge of the insurance industry would be useful, what is most important is your teaching ability.

Legal & General is one of the biggest, best-known and most respected insurance companies in the world. Our excellent remuneration package is commensurate *with that of a leading financial institution.* Relocation assistance will be available, if necessary for suitable applicants.

Please apply in writing enclosing a full CV to:

David Jolly, Training Manager,
Legal & General Assurance Society Ltd,
Grosvenor House, 125 High Street,
Croydon, Surrey, CR0 3UA.

Legal & General

MISCELLANEOUS
continued

RESPONSIBLE PERSON required with own *vehicle* to call on schools in local area, with outstandingly popular education charts. Must have sales ability and able to work 40 weeks of the year. Apply: Teachers Visual Aid Products, 35 Parkway, Crowthorne, Berks, RG11 6EP. Tel: 0344 773527. (49935) 660000

SUMMER TEACHING JOBS IN AMERICA: work on American childrens' camps, mid June to end August; see ad under 'Holidays and Accommodation'. (55440) 660000

TEACHER/GOVERNESS Age 23-45 required for two boys ages 8 & 9. This is a live-in *position based in London* NW6. Salary Neg. Please ring 01-451 7876. (44888) 660000

Peripatetic Posts

DURHAM
COUNTY COUNCIL
PERIPATETIC INSTRUMENTAL MUSIC SERVICE
Full-time Peripatetic *Instrumental* Music Teacher/ Instructor required as soon as possible for VIOLIN/ VIOLA. Burnham Scale 2 or appropriate County Scale according to qualifications, plus car mileage allowance. Stamped, addressed envelope for further details and application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, County Durham.
Closing date for receipt of *application forms 28th* March, 1987. (44494) 670000

Outdoor Education

ACTIVITY SITE MANAGER WANTED for one of our Activities Sites. The Activities are mainly water based and are for children aged 11-18. Applicants must have had experience in site or centre management in Britain or Abroad. Apply with full curriculum vitae to:- Mr G. Bayey, Impact Schools & Groups, 14 Lowther St, Carlisle. (44886) 680000

BATH
Children's Activity Centre in Bath requires supervisors, minibus drivers and experienced and qualified instructors for rock climbing/abseiling, caving and canoeing during July/August. ISCA Children's *Holidays*, Bonnaford, Brentor, Tavistock, Devon. (44342) 680000

DEVON
SKERN LODGE OUTDOOR CENTRE
The professionals in Outdoor Education
Single or Multi-Activity and/or Field Study Courses. Courses for Senior and Junior Schools, TVEI, YTS, management training and individuals & families. For the best in instruction, equipment, facilities and value ring Martin or Andy on Bideford (02372) 75992 or write to Skern Lodge, Appledore, Bideford, Devon EX39 1NQ. (12732) 680000

ESSEX
BRADWELL SAILING CENTRE
Bradwell Waterside, Nr. *Southminster, Essex CM0 7QY*
Tel: 0621 76256
Required for the 1987 season
a) Skipper for a Sigma 33 cruising yacht
b) Boardsailing and dinghy sailing instructors.
For details apply to the Warden. (35134) 680000

LAKE DISTRICT
CASTLE HEAD FIELD CENTRE
Grange-over-Sands, Cumbria
SUMMER ASSISTANT, April-October inc., Biology/ Zoology training. Broad natural history interests. Good field observer/recorder. Teaching qualification useful, not essential. Cheerful outlook, interest in young people, sense of humour, initiative, all *imperative. Using outdoor* adventure settings to increase environmental sensitivity important. An outdoor activities skill will be extremely useful.
Post offers training and experience to young person seeking permanent position in Field Studies or Outdoor Education.
For details ring 044-84-4300. (44768) 680000

LLANDUDNO
TY'R BRODYR ACTIVITY CENTRE
Llandudno
Residential courses in Env. Studies, all Outdoor Pursuits (inc. sailing) and F. Studies, for *Primary, Secondary*, Y.T.S., etc.
Courses planned for you, with you or by you.
Details 0492 76822. (04663) 680000

SUMMER TEACHING JOBS IN AMERICA: work on American childrens' camps, mid June to end August; see ad under 'Holidays and Accommodation'. (55445) 680000

THE ANGLESEY SCHOOL OF SEA CANOEING Residential Multi-Activity Courses. Tel: 0407 860201. (N. Wales). (48915) 680000

English as a Foreign Language

BERKSHIRE
Resident posts available for qualified and experienced EFL *teachers also willing to assist* with sports/social activities on 4-week residential Courses this summer for children aged 11-16.
Details from:- Vacational Studies, Pepys' Oak, Tydehams, Newbury, Berkshire RG14 6JT. (49690) 700000

BELL COLLEGE SAFFRON WALDEN. Tutors in EFL. This international residential college requires a number of tutors in EFL on 3 and 6 months fixed term contracts from 1st April 1987 and on summer courses for adults and juniors from 29 June 1987. Applicants should have a minimum of three years experience in EFL preferably gained abroad, a degree and a *PGCE in TEFL or an RSA Dip* TEFLA. Further particulars and application forms are available from the Principal's Secretary, Bell College, South Road, Saffron Walden, Essex CB11 3DP. Tel: (0799) 22918. (44931) 700000

BOURNEMOUTH

RSA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preparatory Certificate in Teaching English as a Foreign Language.
For details write to ITTC, 674 Wimborne Road, Bournemouth or Tel: (0202) 525337. (92528) 700000

CAMBRIDGESHIRE
THE BELL SCHOOL OF LANGUAGES
TEMPORARY TEACHING STAFF
Summer staff are required to teach on residential and non-residential adult and junior courses in Cambridge and Ely. Applicants must have EFL qualifications and experience.
Also, one three/six month contract available from April.
Further details and application forms are available from: The Principal, The Bell School of Languages, 1 Red Cross Lane, Cambridge CB2 2QX. Tel: (0223) 247242, Ext. 28. (03926) 700000

CAMBRIDGE
Permanent post available from 6th April 1987 for a qualified (RSA Dip. TEFL) teacher with considerable experience in an Arels School. We are looking for someone with a significant background in materials development. ESP experience an advantage, ability to teach at all levels essential.
Apply to: Director of Studies, Cambridge Academy of English, 65 High Street, Girton, Cambridge. Tel: 0223 (277262). (02939) 700000

DIPLOMA IN T.E.F.L. By correspondence. S.A.E. to L.T.T.C. 1 Elystan Place, London SW3 3LA. (45338) 700000

EDINBURGH
SUMMER TEACHERS
We require experienced graduate teachers for residential summer courses in Edinburgh. At least two years TEFL *experience with adults* is essential as is enthusiasm and willingness to participate.
Details and application form from Edinburgh School of English Studies, 12 George IV Bridge, Edinburgh EH1 1EE. Tel: 031-225 3482. (44944) 700000

EFL TEACHER Required from March 16 until end of summer. RSA Diploma 2 years experience. CV to the Director of Studies, BEET Language Centre, Nortoft Road, Charminster, Bournemouth BH8 8PY. (44474) 700000

ENGLISH LANGUAGE ACTIVITY HOLIDAYS

Requires qualified and experienced teachers of English as a Foreign Language for a residential junior and senior holiday course in the Bristol area from 15th July to 26th August. Applicants must be keen to participate in extra-curricular activities. Experience in a residential environment working with *young people* would be an advantage. Ability to drive an asset.

Please apply by letter with c.v. to: Elah Limited, 19 Castelnau Mansions, London SW13 9QX. (00875) 700000

ESSEX
Teacher of English as a foreign language to young students (aged 11 to 18 years) required from mid-March to mid-*September at Alexanders* English Studies, Old Harlow, Essex. The post is residential and applicants would be trained teachers and have qualification and experience in TEFL.
Please telephone Ann Alexander (0279) 22122. (44576) 700000

FULLY QUALIFIED PART-TIME EFL TEACHERS required for Language Schools in The Woodside Park, N12 and Edgware areas. Must be experienced to teach Cambridge First Certificate. Please write to: Buxman Language Schools, 145 Earls Court Road, London SW5 or Tel: 01-958 2269 or 01-959 8273. (49936) 700000

ISTANBUL
THE ENGLISH CENTRE
Istanbul
Well established language school in Istanbul requires EFL teachers immediately and from Sept. Qualifications:- University Degree and RSA Prep. Cert. B. Minimum 1 year's ex*perience.*
The school is staffed exclusively with qualified English teachers.
Apply with full CV and photo to: The English Centre, Rumeli Cad 92/4, Osmanbey, Istanbul. (49548) 700000

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
Directorate of Education and Recreation
Experienced E.F.L. Tutors with TEFL RSA required from Aug/Sept, part-time day or evening.
Tel: 01-546 2121, Ext. 2615/6 for further information.
Royal Borough of Kingston is an Equal Opportunities Em*ployer.* (35255) 700000

THE SECONDARY SCIENCE CURRICULUM REVIEW

wishes to appoint a

Regional Project Officer
for the NORTH WEST

to promote dissemination, implementation and aftercare of the Review until the end of August 1989.

Candidates should be experienced science teachers with energy and insight plus good communication and negotiation skills to equip teachers to implement the ideas and materials of the Review.

The post, based at Manchester Polytechnic with a car on leasing arrangement, is available on secondment terms of current salary plus an allowance or SEO scale £11,639 - £14,629.

Further particulars and application form from Admin Team, SCDC, Newcombe House, 45 Notting Hill Gate, London W1 3JB. Tel: 01-229 1234 ext 292/3. Closing date: 23 March 1987.

(12772)

Education Officer

The UK Committee for UNICEF, an independent registered charity, in Britain represents the *United Nations Children's* Fund, the world's leading development and relief agency in the field of children's welfare.

Within the Communications Unit a vacancy exists to continue and promote the UK Committee's current work in education and to develop new initiatives in the formal and non-formal, sectors in support of UNICEF's response to children's needs.

The successful candidate is likely to have sound teaching *experience and* knowledge of the developing world, together with resourcefulness and the ability to relate to a wide variety of agencies active in development education.

Salary within the range £10,400 to £12,300.

The post is based in London. Applications marked EDN/ TES1 *or requests for further information to:*

The Director, UK Committee for UNICEF, 55 Lincoln's Inn Fields, London WC2; or telephone Linda Jarvis on 01-405 5592. Closing date is Friday 27 March 1987.

(12764)

THE UNITED NATIONS CHILDREN'S FUND

Leading the way to child survival.

BOROUGH OF
BLYTH VALLEY
NORTHUMBERLAND

RECREATION DEPARTMENT — CONCORDIA LEISURE CENTRE

Recreation Officer
Scale 4 — £7311 - £8172 per annum

Sports Instructor
Scale 3 — £6606 - £7158 per annum

Applications are invited from physical educationalists and sports coaches for the above posts at the modern, award winning Leisure Centre in Cramlington, Northumberland.

Application forms and further details are **available from the Borough Personnel and Management Services Officer, Borough of Blyth Valley, Council Offices, Seaton Delaval, Whitley Bay NE25 0DX.**

Telephone: 091 237 4757.

Closing date for applications 23rd March 1987.

(12764)

AN EQUAL OPPORTUNITIES EMPLOYER

Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER

Application forms for the following posts available from/to District Education Office, Ewbank House, Cannon Street, Accrington, and the closing date is 19th March.

DISTRICT SWIMMING PROGRAMME
Chorley Baths, Chorley, Lancs
required as soon as possible

Scale 1 – SWIMMING TEACHER
(9/11ths – Full-Time)

ASA Teacher's Certificate, Bronze Medallion, Silver Challenge Award, St John's or Red Cross First Aid Certificate essential; teachers who do not hold First Aid certificates are acceptable providing that they undertake the necessary training during the first three months of appointment.

HYNDBURN READING AND LANGUAGE SERVICE
based at Rishton Norden County High School.
Required 1st May, 1987 or as soon as possible thereafter.

Scale 2 – PERIPATETIC TEACHER
to teach small groups in primary & secondary schools.

(14691)

SOTHEBY'S

FOUNDED 1744

ART COURSES

Applications are invited for the full-time post of Tutor on the 17th-18th Century Decorative Arts Course. A good general knowledge of Art and Design History is required, together with specialisation in one or two fields of the Decorative Arts. Teaching experience is essential.

Applications, together with a curriculum vitae, should be sent by March 30th 1987 to: The Administrator, Three Month Art Courses, 30 Oxford Street, London W1R 1RE.

Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER

Re-Advertisement (previously advertised as Scale 4)

Outdoor Education

WARDEN

Salary: Senior Teacher Scale £11,349 – £15,330 per annum (Sleeping In Duty Allowance may also be payable).

Required 1st May, 1987 or as soon as possible at Whitehough Camp, Barley New Road, Barley, Near Burnley, Lancs.

Experience in administration and qualified to teach a variety of Outdoor Activities, together with experience in environmental studies and conservation. This post is classified as Casual User for the purpose of claiming car mileage.

Application form from/to Chief Education Officer, PO Box 61 County Hall, Preston. Ref: 6/PB (SAE please).

Closing date: 19th March, 1987.

THE OPEN UNIVERSITY
MA IN EDUCATION

Applications are invited for a new part-time distance-taught modular course, leading to the award of the Open University degree of MA in Education.

The MA in Education is a professional postgraduate qualification designed particularly for those with experience in teaching, the advisory service, educational administration or an allied field. Students can select from a range of modules a programme to suit their background and professional goals. In 1988 modules will be offered on the following topics:

Educational Evaluation
Classroom Studies
Gender and Education
Educational, Organisations and Professionals
Language and Literacy

For subsequent years the proposed modules include: Education, Employment and Training, Educational Management; Child-Development,

The programme is open to applicants in any part of the United Kingdom. The teaching year will begin in February and finish in October. Teaching is by correspondence texts, projects and assignments, optional tutorials and day schools; a residential summer school week is an integral component of most modules.

The degree of MA in Education is awarded to students who have successfully completed three modules. Those with an Open University Advanced Diploma need only study a further two modules. Students will study one module per year and may therefore complete their MA in two or three years.

Applicants should normally have either a first or second class degree or an Open University Advanced Diploma.

For a prospectus and application form, please send a POSTCARD to the Higher Degrees Office, (ME/2) The Open University, PO Box 49, Milton Keynes MK7 6AD, or telephone Milton Keynes (0908) 653361 or 653806.

The closing date for applications is 29th May 1987.

(14615)

BRITISH DYSLEXIA ASSOCIATION

National Organisation for Specific Learning Difficulties

DIPLOMA IN SPECIFIC LEARNING DIFFICULTIES (DYSLEXIA)

Qualified teachers, of at least 3 years' experience, are invited to apply to take the above Diploma Course (1 year) during 1987, offered in:

BATH	HULL	SHEFFIELD
CARDIFF	IPSWICH	STAINES
CREWE	LINCOLN	SUTTON COLDFIELD
DERBY	LONDON	TONBRIDGE
HARROGATE	NEWCASTLE	WINCHESTER

For details and application forms send SAE to:
The Project Co-Ordinator
BRITISH DYSLEXIA ASSOCIATION
98 London Road, Reading
Berks., RG1 5AU

Information about other Courses also available.

(12758)

CANTERBURY CHRIST CHURCH COLLEGE

A modern College in the historic city of Canterbury.

DIPLOMA AND M.A. IN TEFL
(Teaching English as a Foreign Language)

Applications are invited from graduates and trained teachers for the following advanced courses leading to qualifications awarded by the University of Kent at Canterbury:

Diploma/M.A. in TEFL — 1 year full time or 2 years part-time for Diploma; M.A. by additional dissertation, M.A. in TEFL (direct entry) — 1 year full time.

These are essentially practical courses and take the classroom situation as their starting point. Both courses begin in October 1987 and are open to British and Overseas students.

For a prospectus and application form please write to, *or telephone*, The Admissions Tutor (TES 1), Christ Church College, North Holmes Road, Canterbury, Kent, CT1 1QU; (0227) 65548.

(14665)

ENGLISH AS A FOREIGN LANGUAGE
continued

OXFORDSHIRE
Resident Course Directors wanted for adult junior courses July/August Oxford city Oxfordshire. Administrative experience essential. Resident teachers required for junior course in Oxfordshire. June 29 - August 9. EFL experience *interest in sports/social activities essential.*
Write, with full c.v.: The Director of Studies, Oxford Study Centre, 17 Sunderland Avenue, Oxford OX2 8DT. (44193) 700000

QUALIFIED EFL TEACHERS

For 2 and 3-week courses held from June to early September at centres in London, Watford, Uxbridge, Bristol, Southampton, Swansea, Edinburgh and St Andrews.

Duties include teaching groups of foreign students on weekday mornings and some afternoons and accompanying groups on excursions on some Saturdays.

Write for application form to: Anglo-European Study Tours, 17 Glen House, Stag Place, Palace Street, London SW1E 5AG. (44889) 700000

REQUIRED for July/August for large summer residential courses (juniors/adults). 1. Deputy administrators/Directors of Studies with EFL qualifications and preferably some management experience. 2. Teachers of EFL *especially those resident in* Oxford/Reading area. Apply in writing to: Mr. R. Parsons, Head of Operations, Anglo-World Education Ltd., 130-136 Poole Road, Bournemouth BH4 9EE. (44770) 700000

English as a Second Language

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)

ENGLISH AS A SECOND LANGUAGE

APPOINTMENT OF AN ESTABLISHED PRIMARY PERIPATETIC TEACHER
(Scale 2 plus £726 Outer London Allowance)

Required from the summer term 1987, or as soon as possible after this date, an established peripatetic E.S.L. teacher.

Applications are invited from suitably qualified and experienced teachers. An R.S.A. or Dip. T.E.S.L. is essential. The team is based at the new and well-resourced Curriculum and Teachers' Centre, Clifden Road, *Twickenham, Middlesex.*

A casual car user's allowance is payable.

Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable by Wednesday 18th March 1987. (44476) 710000

CROYDON
LONDON BOROUGH OF CROYDON
E.S.L. SERVICE

Applications are invited from experienced Primary teachers to work in a primary school attached to the primary team. The post is full time with Scale 2 available for the applicant able to offer special expertise in a particular aspect of primary curriculum.

Salary: Scale 1 or 2 (plus outer London allowance).

Tenable: From 27.4.87 or as soon as possible.

Application forms and further details from: E.S.L. Unit, Davidson Centre, Davidson Road, Croydon CR0 6DD.

Tel: 01-655 1299, Ext. 140.

Closing date for applications 23.3.87. (02928) 710000

Educational Courses

LEARN TO TEACH ENGLISH (EFL)

One Week Introductory Courses held in Canterbury, Manchester and Edinburgh

The Course Objective:

To give you a practical and thorough Introduction to Teaching English as a Foreign Language in one week.

Next courses: Half-term and Easter.

Terry Edwards, Pilgrims Teacher Training Courses, 8 Vernon Place, Canterbury, Kent CT1 3YG. Tel: 0227 455486. (04668) 760000

CARDIFF
UNIVERSITY COLLEGE CARDIFF
CENTRE FOR JOURNALISM STUDIES AND DEPARTMENT OF SOCIOLOGY
MASTER'S DEGREE IN MEDIA STUDIES

Applications are invited from suitably qualified candidates for a M.Sc., (Econ) in Media Studies, commencing October 1987. The course will be taught on a two-year, part-time evening and is designed for those employed in various media, teaching media studies, or with a general interest in the communications field.

Further details and application form can be obtained from Geoff Mungham, University College, P.O. Box 78, Cardiff CF1 1XL. *Ref 3198.* (44487) 760000

ISRAEL
Educational visits 4 - 25 June, 8 - 25 Nov. Cost £450. Elchanan Elkes Association 0533 415582. 0922 649643. (44857) 760000

LINGUARAMA

THINKING OF TEACHING ENGLISH ABROAD?

Linguarama offers one week introductory courses to Teaching English as a Foreign Language. Ideal for those thinking of entering the profession or those wanting an introduction to T.E.F.L. Courses run throughout the year in London, Birmingham, Manchester, Winchester and Canterbury. Career opportunities also exist in Linguarama's 40 schools World-wide.

Please send SAE to T.E.F.L. Dept., Linguarama, 16 Waterloo St., Birmingham B2 5UG. (39427) 760000

LONDON
RSA Preparatory Certificate in TEFL run throughout the year. Fee £370 and £30 RSA registration fee.
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Friday 6th March, anytime between 2.30pm and 6pm, Wolverhampton Teachers Centre, Beckminster House, Birches Barn Road, Penn Fields, Wolverhampton WV3 7BJ.

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